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ABSTRACT

This booklet outlines activities and objectives for a crime prevention education program in the sixth grade. The document is part of a K-eighth grade crime resistance project designed to promote and maintain positive student attitudes and behavior, to assist students in meeting their responsibilities, and to help them insure their own and other people's safety and welfare. The focus of the sixth-grade component is on teaching students to define major legal terms such as rules, laws, authority, conflict, crime, arbitration, compromise, and intervention of authority. Other objectives include helping students explore how laws come from social values, identify positive ways of solving conflicts, and explore crime as a negative solution to conflict. Students are involved in a wide variety of activities, including discussing the importance of laws and rules, analyzing situations in which laws were broken, reviewing newspaper clippings about a kidnapping, completing multiple-choice quizzes about the best means for survival in difficult situations, discussing and attempting to define legal terms in class, filling in worksheets, finishing partially completed stories about the importance of law in society, taking opinion surveys of classmates to determine their attitudes toward laws, role playing situations involving conflict with peers and authority, and participating in a debate over a moral dilemma. For each activity, information is presented on objectives, materials, and reinforcement questions. Student worksheets are provided wherever necessary. The unit concludes with a student reading list, a resource directory, and a glossary. (DB)

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CRIME RESISTANCE STRATEGIES

tips 6

Teaching Individuals Positive Solutions
Teaching Individuals Protective Strategies

This curriculum guide was developed and produced by a team of educators from the Charlottesville City and Albemarle County School Systems. The project was federally funded and administered through the Virginia Department of Education.

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SP 013 454

ACKNOWLEDGMENTS

To develop a Crime Resistance curriculum requires more than usual dependence upon colleagues and friends. Crime resistance is more than a name, topic, or label. Crime Resistance through education is a concept promulgated by Mr. Clarence M. Kelley, former Director of the Federal Bureau of Investigation. The concept embellishes the notion that a safer and more secure society will result when all its citizens more nearly meet their individual and societal responsibilities as expected in a free democratic society.

Mr. Kelley presented the concept to the Honorable Mills E. Godwin, Jr., former Governor of Virginia, who immediately perceived the potential and through Dr. W. E. Campbell, Superintendent of Public Instruction for the State of Virginia, initiated a Title IV-C funded program envisioned as having nationwide applicability. Dr. Campbell invited Dr. William J. Ellena and Dr. Clarence S. McClure, Superintendents respectively of the Charlottesville City and Albemarle County Schools, to develop and pilot such a program.

From the initial stages the project received the complete support and cooperation from all these gentlemen and various members of their staffs. Their assistance and encouragement have been constant and reassuring.

Research and writing credit should go to the project staff facilitators — Mrs. Martha Bass, Mrs. Loreli Damron, Mrs. Joyce Page Brandt, Mr. Beauregard Payne, and Mrs. Manie Phillips. They have spent endless hours in curriculum development as well as going from school to school working with staff and students. Gratitude is expressed also to teachers and administrators who helped develop and field test the curriculum. Their countless suggestions and recommendations resulted in a high quality product. To the best of their knowledge, the activities in this book are attributed to the earliest source that could be found; activities not attributed are untraceable or, original.

Chief John deKoven Bowen of the Charlottesville Police Department, Sheriff George Bailey of Albemarle County, and special FBI agents Frank Washburg and Anthony Rider have lent substantial encouragement and assistance. They and their staffs have spent many hours advising and serving as program resources. A final word of thanks for a fine job by Mrs. Beverly Fox and Mrs. Kathie Morris for editing and proofreading and by Bob Sommers for layout and graphics. An expression of appreciation also goes to Mrs. Ellen Pitts, project secretary and typist.

Without the efficiency, patience and outstanding skills of these people this work would not have been possible.

Scott Hamrick, Supervisor
TIPS Program

FOREWORD

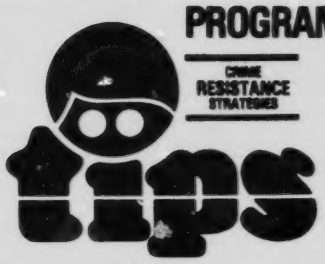
TIPS is a crime resistance curriculum designed by and for educators. The translation of the FBI concept of crime resistance into an educational program addresses both the perpetrators of crime and the victims.

The goals of the program are to:
- promote and maintain positive student attitudes and behavior
- assist students in meeting their responsibilities to help insure the safety and welfare of self and others.

In an effort to encourage more positive attitudes toward the structure of our society and to discourage errant behavior, students are led through a systematic examination of the necessity for rules, laws and authority. Guidelines are suggested for effective conflict settlement in an effort to improve interpersonal relationships and reduce criminal and quasi-criminal behavior. The concept of responsibility is examined both from a personal and a societal perspective. Safety measures are emphasized, alerting students to their vulnerability to specific crimes and teaching preventive and protective measures.

The curriculum packets provide the classroom teacher with a systematic plan for reaching the program goals. A program overview orients teachers to their role in the total K-8 scope and sequence. Included in each packet are complete lesson plans and strategies and reproducible student worksheets. Supplementary materials are suggested but are not necessary for effective implementation.

Certainly the goals of the TIPS Program will not be realized overnight; attitudinal and behavioral changes are subtle and complex. Moreover, the authors realize that, even over time, the program is not the cureall for the disruption in the classroom, juvenile delinquency, or victimization. However, it is a start, and through a systematic and continuous reinforcement of the concepts of the TIPS Program, we hope that students will become less vulnerable to victimization and more responsible as citizens.



PROGRAM OVERVIEW

K

- examining personal feelings and those of others
- introducing the concept of responsibility
- introducing situations that could cause conflict
- introducing the concept of rule
- introducing an authority figure (police officer)
- introducing the term "stranger"
- learning names and addresses
- learning to dial "O" for emergencies

1

- recognizing that people's feelings differ
- introducing the concept of "a responsible person"
- exploring situations that could cause conflict
- learning the necessity for rules
- introducing the concept of authority
- exploring responsible behavior in dealing with strangers
- learning to make an emergency phone call

2

- comparing personal feelings with feelings of others
- reinforcing the concept of being "a responsible person"
- reinforcing situations that could cause conflict
- understanding that rules are everywhere
- identifying authority figures
- identifying "never" rules in dealing with strangers
- introducing the concept of unsafe places

3

- introducing the terms "attitude" and "value"
- exploring consequences of neglecting responsibility
- introducing the term "conflict"
- introducing the term "law"
- reinforcing the concept of authority
- introducing the term "shoplifting"
- learning to properly mark personal property

4

- understanding how attitudes help determine values
- understanding one's responsibility to others
- exploring solutions to conflict
- learning to compare and contrast rules and laws
- introducing the concept of the hierarchy of authority
- introducing the terms "victim" and "vulnerable"
- identifying potentially dangerous situations

5

- understanding the relationship between actions and values
- understanding one's responsibility for the actions of others
- distinguishing between positive and negative solutions to conflict
- examining the necessity for laws
- introducing the term "crime resistance"
- introducing simple and safe home security measures

6

- recognizing laws are written to protect societal values
- exploring how laws come from societal values
- defining the term "authority"
- identifying attitudes toward authority
- identifying 3 positive ways of solving conflict
- exploring crime as a negative solution to conflict

7

- defining "victim" and "vulnerability"
- examining the effects of victimization
- exploring crime resistance strategies in the community
- protecting against consumer dangers
- introducing "victimless crimes"
- examining peer pressure
- exploring crime resistance strategies at home
- learning babysitting skills
- identifying signs of child abuse and neglect
- exploring crime resistance strategies at school

8

- exploring one's responsibility as a citizen
- accepting responsibility to report crime
- learning responsibility of a witness
- exploring one's rights as a citizen
- learning the process of juvenile justice
- considering the concept of "unwritten rights"
- exploring possibility of a police state

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To The Teacher:
Use of the Packet

Each packet is divided into major units. At the beginning of each unit a statment of PURPOSE is presented to clarify the central message that should be emphasized in the lessons. Learning OBJECTIVES are also presented to identify the knowledge and skills that the student should obtain from the unit.

To reach the stated objectives, the activities appearing in capital letters on the first page of each unit are recommended. It is important for the teacher to read through all recommended activities prior to implementation so the full scope and relationship of the activities are understood. Student worksheets, provided at the end of each unit, may be duplicated for distribution. Whenever there is a worksheet, it will be shown in reduced form in the teacher's section with instructions for its use and answers inserted when applicable. It is essential that discussion material included in the teacher section be shared with students.

Activities on the unit page listed below those in capital letters are follow-up and meant to reinforce and augment objectives. Teachers are encouraged to review all follow-up activities prior to implementation and select those that seem most appropriate. Student worksheets are presented in the same way as in recommended activities.

In the back of the packet, a student reading list, a list of suggested films and filmstrips with accompanying discussion questions, and a glossary of terms used in the TIPS program are provided.

- this symbol denotes additional suggestions to teachers.

UNIT I
Rules and Laws

PURPOSE:

Rules and laws are guidelines established to maintain order in society. They are reflective of the values a particular society holds. For instance, if personal property is valued, laws against theft and vandalism are written.

Compliance with rules and laws, however, is often difficult because individuals see them as restrictions placed on them by others rather than as protective strategies to insure personal safety and overall harmony.

In this unit emphasis is placed on understanding the origin of rules and laws based on the needs and values of society. A "mini society" is presented where no rules or laws exist. Students are asked to identify their own values and see how rules and laws develop from them.

OBJECTIVES:

- The student will learn to define rule, law, value.
- The student will learn to identify a law written to enforce a particular group value.

RECOMMENDED ACTIVITY

The Chowchilla Kidnapping Revisited
- -Introduction
- -Life Necessities (ranking values)*
- -Choices for Survival (writing rules and laws)*
- -Trapped (art and math)*

FOLLOW-UP ACTIVITIES

String Your Values (art)
So Who's A Child? (role play)
Whose Side Are You On? (debate)
Law Is Everywhere (identifying laws)*
Why Do We Have Laws? (rank order)*
Who Was To Blame? (decision making)*
How Do You Feel About Law? (semantic differential)*
There Outghta Be a Law! (law writing)*
On The Loose (sentence writing)*
Laws Of A Strange Society (problem solving)*
Laws Past and Present (classification, categorization)*

*STUDENT WORKSHEET Provided

Recommended Activity

The Chowchilla Kidnapping Revisited

INTRODUCTION

Read the Chowchilla kidnapping incident to the class or make a tape recording of it for the students to play.

The story you are about to hear is true. As you listen, try to imagine yourself in the same situation.

At 3:50 p.m. on the afternoon of July 15, 1976, 31 children, some still in bathing suits from an earlier swim in the municipal pool, had climbed into the summer school bus at the Dairyland School.

About 20 minutes later, after dropping off five children, the bus driver turned onto Avenue 21. Several hundred yards ahead of him, he saw a parked white van, its open driver's door extending across the white divider line. He made a slow approach, intending to swing around the door if there was no oncoming vehicle.

As he neared the van, a man, wearing a stocking mask and carrying a pistol in one hand and a sawed off shotgun in the other, leaped out of the driver's seat and blocked the path of the bus. Shocked and disbelieving, the bus driver braked to a stop. The masked man stepped quickly to his window and told him to open the door. The driver promptly obeyed. Two other stocking-masked men bounded out of the van and followed the gunman aboard the bus.

The children stared at the intruders. The gunman told the driver, "Get in the back of the bus," then directed the children up front to follow him.

An accomplice, wearing white gloves, slid into the driver's seat. The bus, followed by the white van, moved about a half-mile along the road, then swayed down a rough incline. As the bus stopped, the driver saw a green van parked nearby.

The white van, its rear doors open, backed to the door of the bus. The gunman told the children to move directly from the steps of the bus into the van.

Twelve children were loaded into the white van. After the rear doors were locked, it pulled away, and was replaced by the green van. The gunman motioned for the driver and the other 14 youngsters to move into it.

The interiors were pitch black. The windows in the cargo sections had been blacked out with paint. Plywood partitions prevented the captives from seeing the driver's section or the road. The interiors became hot and stifling. As the hours passed a few girls fainted for brief periods.

By nine o'clock that night, the captives were begging for water and the use of toilets, but there was no response from the front. The vans stopped twice en route. The clink of metal could be heard, then came the sound of gasoline being poured into the tanks. The children assumed that the stops had been made at service stations. They yelled and cried for water and the use of toilets. The only answer was, "Be quiet in there!" The kidnappers probably had carried cans of fuel in the front of the van.

By midnight, most of the children were sleeping or dozing, despite the heat, stench and cramped quarters. The driver remained awake with two youngsters using his thighs as pillows. Around 1:30 a.m., he felt the van leave paved road and bounce and sway as it moved along at reduced speed. He heard brush dragging under the chassis. Then the vehicle stopped.

Some time passed and he heard a voice call, "Hey, bus driver! Out first."

The rear doors of the green van opened. The driver stepped to the ground, blinking in the glare of a flashlight beam. It seemed to him that he was in a kind of tent-like structure, obviously erected to conceal the kidnappers' lights and activities. A masked man asked for his name and age, and told him to remove his pants and boots. He then was handed a flashlight and two spare batteries and was directed to climb down a manhole-size opening which had a few feet of ladder sticking out of it. He cautiously climbed down about eight feet until his feet hit a floor. He glanced at his watch. It was 3:30.

The kidnapper said, "You guys! Out of the van, one at a time." The two vans slowly emptied. Each child was asked his or her name and age, and an article of clothing or other possession was taken from most of them before they were directed to descend the ladder. Some were crying and asking what was going to happen to them and why couldn't they go home.

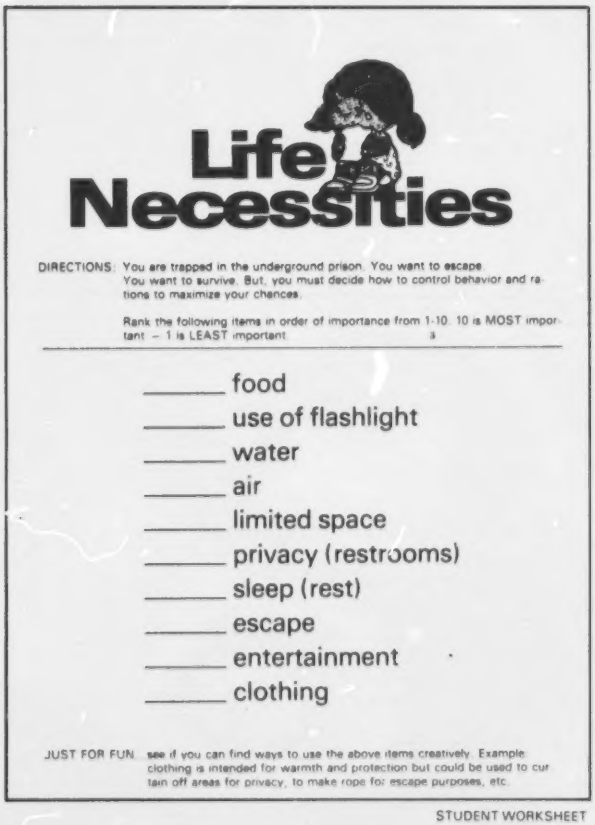
After the children had stepped down the ladder into their prison, the kidnappers handed down a roll of toilet paper and pulled up the ladder. The driver heard a metallic sound as the access hole was covered.

The driver slowly moved the beam of the flashlight around the prison. It looked like the interior of a trailer, about 27 feet long, 8 feet wide and 8 feet high. Wire mesh covered the ceiling and sides. Against one wall stood a small pile of food — boxes of dry cereal, loaves of bread, bags of potato chips, a jar of peanut butter and about a dozen large plastic jugs of water. Mattresses and box springs occupied most of the floor space. Two toilets had been improvised over the wheel wells. Two flexible pipes projected a few inches through the roof. The driver felt air coming through one of them and heard the sound of a fan at its far end...

You are in this situation. You don't know why you are there. You don't know how long you will be there. You will have to make important decisions to survive.

LIFE NECESSITIES (STUDENT WORKSHEET Page 7)

Distribute the list of Life Necessities to the class or list them on the board.



Life Necessities

DIRECTIONS: You are trapped in the underground prison. You want to escape. You want to survive. But, you must decide how to control behavior and rations to maximize your chances.

Rank the following items in order of importance from 1-10. 10 is MOST important — 1 is LEAST important.

_____ food
_____ use of flashlight
_____ water
_____ air
_____ limited space
_____ privacy (restrooms)
_____ sleep (rest)
_____ escape
_____ entertainment
_____ clothing

JUST FOR FUN: see if you can find ways to use the above items creatively. Example: clothing is intended for warmth and protection but could be used to curtain off areas for privacy, to make rope for escape purposes, etc.

STUDENT WORKSHEET

Have students rank the items in the list of LIFE NECESSITIES — e.g. What would be most important to them, what would be least important, etc.?

A composite of their rankings could be written on the board to determine the overall class choices. Example: If 15 of the students value air as the top priority (10 x 15 = 150), 5 rank it as second choice (9 x 5 = 45), and 5 rank it third (8 x 5 = 40), then air would receive a total of 235.

Review the following definitions

Rule: A written or oral guide that tells us how to act. A rule can also be called a regulation.

Law: A set of rules or regulations by which a particular group or community regulates the conduct of the people within it. Laws are usually made by city, county, state or national governments. Laws can also be called statutes or ordinances.

DISCUSS:

Why are rules and laws necessary?

- TO HELP SETTLE DISPUTES

At one time or another, we all get into arguments. At home we may argue over the use of the TV, over whose turn it is to wash the dishes, or who left the water on and flooded the bathroom. We get into disputes outside the home too. Two neighbors may argue because a dog belonging to one of them barks all night long and keeps the other awake. Or, two drivers in an auto accident may disagree over who is at fault.

- TO PROTECT US

We have laws to prevent factories from dumping poisons into a town's water supply. We have laws to help set safety standards, such as building codes. We also have laws to keep us healthy. For example; foods must meet certain standards of quality before they are sold.

- TO HELP GUIDE OUR DAILY ACTIVITIES

A law defines how to behave. It tells you precisely what to do — or what not to do. It also tells you what to expect if you do not obey the law. Clearly not all laws are good. A law can be very unjust and very harmful. But when people know how they are expected to behave and what to expect from others, fewer disagreements arise. When disagreements and conflict do arise, laws give us a way to reach a settlement.

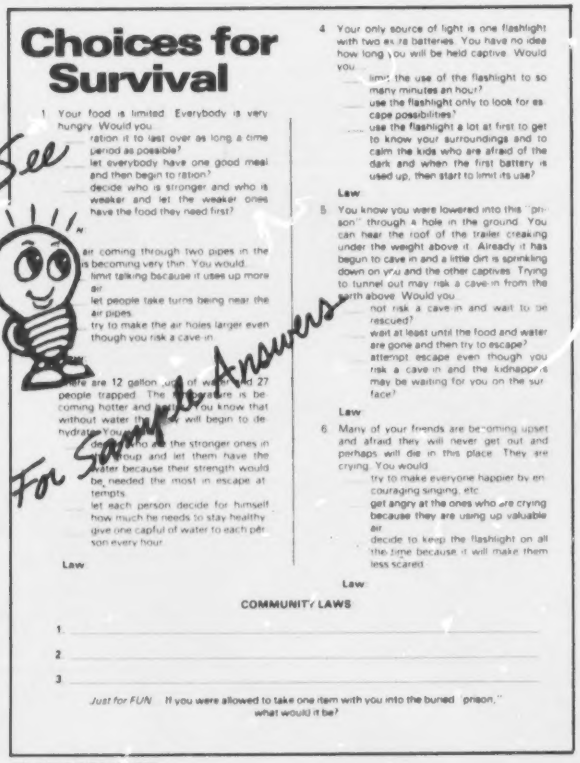
What would happen in our "mini society" caught in the kidnapping situation if there were no rules? (one student might eat all the food, fighting may break out, you might have hoarding, etc.)

Review the following definition

Value: An ideal or belief one holds important. A value is manifested through actions and behavior.

CHOICES FOR SURVIVAL (STUDENT WORKSHEET Page 8)

Provide students with the "Choices for Survival" worksheet.



Choices for Survival

1. Your food is limited. Everybody is very hungry. Would you...
   - ___ ration it to last over as long a time period as possible?
   - ___ let everybody have one good meal and then begin to ration?
   - ___ decide who is stronger and who is weaker and let the weaker ones have the food they need first?

   Law:

2. ...air coming through two pipes in the ... is becoming very thin. You would...
   - ___ limit talking because it uses up more air
   - ___ let people take turns being near the air pipes
   - ___ try to make the air holes larger even though you risk a cave-in

   Law:

3. ...are 12 gallon... of water and 27 people trapped. The temperature is becoming hotter and hotter. You know that without water the... will begin to dehydrate. You would...
   - ___ decide who are the stronger ones in the group and let them have the water because their strength would be needed the most in escape attempts
   - ___ let each person decide for himself how much he needs to stay healthy
   - ___ give one capful of water to each person every hour

   Law:

4. Your only source of light is one flashlight with two extra batteries. You have no idea how long you will be held captive. Would you...
   - ___ limit the use of the flashlight to so many minutes an hour?
   - ___ use the flashlight only to look for escape possibilities?
   - ___ use the flashlight a lot at first to get to know your surroundings and to calm the kids who are afraid of the dark and when the first battery is used up, then start to limit its use?

   Law:

5. You know you were lowered into this "prison" through a hole in the ground. You can hear the roof of the trailer creaking under the weight above it. Already it has begun to cave in and a little dirt is sprinkling down on you and the other captives. Trying to tunnel out may risk a cave-in from the earth above. Would you...
   - ___ not risk a cave-in and wait to be rescued?
   - ___ wait at least until the food and water are gone and then try to escape?
   - ___ attempt escape even though you risk a cave-in and the kidnappers may be waiting for you on the surface?

   Law:

6. Many of your friends are becoming upset and afraid they will never get out and perhaps will die in this place. They are crying. You would...
   - ___ try to make everyone happier by encouraging singing, etc.
   - ___ get angry at the ones who are crying because they are using up valuable air
   - ___ decide to keep the flashlight on all the time because it will make them less scared

   Law:

COMMUNITY LAWS

1. _____
2. _____
3. _____

Just for FUN If you were allowed to take one item with you into the buried "prison," what would it be?

See For Some Answers

STUDENT WORKSHEET

Divide the class into 4-5 small groups. Have the groups read the worksheet and place an "X" in front of the solution the group thinks is best in each of the six situations. Point out that values are the influencing factor - is food more important than escape, water more important than air? **Once they have made a value choice for each situation, ask the group to write a law that would protect that particular value.** This is how rules and laws are formed. For instance, if a society decides that education is important, then it writes a law that says all children must go to school until a certain age. However, if a society decides work is more important than education, then it writes a law allowing children to apply for a work-release permit.

1. Your food is limited. Everybody is very hungry. Would you...
   - X ration it to last over as long a time period as possible?
   - ___ let everybody have one good meal and then begin to ration?
   - ___ decide who is stronger and who is weaker and let the weaker ones have the food they need first?

   Law: *Each person may eat only ½ sandwich, ¼ cup cereal and drink ½ cup water each day.*

1. Your food is limited. Everybody is very hungry. Would you...
   - ___ ration it to last over as long a time period as possible?
   - X let everybody have one good meal and then begin to ration?
   - ___ decide who is stronger and who is weaker and let the weaker ones have the food they need first?

   Law: *Each person may eat what they want for one big meal and then only ½ sandwich...*

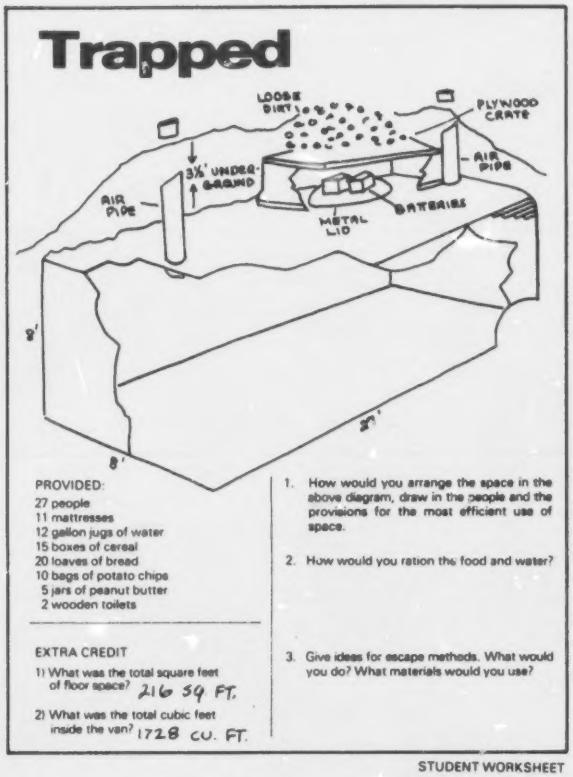
1. Your food is limited. Everybody is very hungry. Would you...
   - ___ ration it to last over as long a time period as possible?
   - ___ let everybody have one good meal and then begin to ration?
   - X decide who is stronger and who is weaker and let the weaker ones have the food they need first?

   Law: *Each person will take a strength test (lifting something) the stronger ones will recieve...*

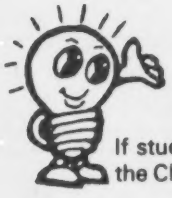
Have the class come back together and compare their value choices and the laws they have written. Write the laws on the board and vote for three that will govern the group while they are held captive. These three laws should then be written under "Community Laws" on the worksheet. By making a group decision on the choices and formation of rules and laws, the students will need to compromise and accept majority rule. **The class should compare the three "community laws" with the original LIFE NECESSITIES ranking to see if the laws protect the items that the students originally chose as most important.**

TRAPPED
(STUDENT WORKSHEET Page 9)

Provide students with...


Trapped
LOOSE DIRT
PLYWOOD CRATE
3½' UNDERGROUND
AIR PIPE
AIR PIPE
METAL LID
BATTERIES
8'
8'
PROVIDED:
27 people
11 mattresses
12 gallon jugs of water
15 boxes of cereal
20 loaves of bread
10 bags of potato chips
5 jars of peanut butter
2 wooden toilets
EXTRA CREDIT
1) What was the total square feet of floor space? 216 SQ FT.
2) What was the total cubic feet inside the van? 1728 CU. FT.
1. How would you arrange the space in the above diagram, draw in the people and the provisions for the most efficient use of space.
2. How would you ration the food and water?
3. Give ideas for escape methods. What would you do? What materials would you use?

STUDENT WORKSHEET



If students are interested, the conclusion of the Chowchilla kidnapping follows.

The children gulped the water, used the toilets and tore into the food. Within an hour, the food was gone. After 12 hours only three containers of water remained.

The bus driver began to think about trying to escape. He was worried that the kidnappers might be stationed on guard at the surface. If so, what would be done to the captives for trying to escape? Yet the children couldn't take much more of this imprisonment. The decision was made to try to escape.

The kidnappers had placed a piece of metal over the entrance hole. The captives piled up enough mattresses to reach the roof and standing on this rocking and dipping platform they tried to push open the metal hatch, but couldn't budge it. They kept at it until drenched in sweat. Then, in the dying glow of the flashlight, they noticed a piece of wood wedged between the side and the roof of the van. They pulled it loose and with great effort forced it between the lid and the hole. Slowly, the space was enough to insert two fingers and they pulled the lid open a few more inches. A heavy weight apparently was atop the lid. The bus driver squeezed an arm through and touched two objects. His fingers told him they were rectangular with a series of knobs on top — truck batteries.

He managed to push back the lid far enough to grasp a battery and pull it toward him. It weighed more than 50 pounds. Slowly, he lowered it to the floor of the trailer, and then got the other one. He then shoved the metal lid halfway across the hole.

The faint beam of the flashlight revealed a plywood box about three feet square. They could budge neither the sides nor the top of it. They needed tools. Several children jumped on the edges of a box spring until the slats broke. Then they tore open a side. Pieces of slat were removed and used to pound a corner of the box. They finally forced a small opening and some dirt spilled through.

By now they were exhausted. The effort seemed almost futile. The driver slid off the platform, poured water over his head and lay panting on a mattress. But after a few minutes, he raised himself and returned to the platform where he continued to mine dirt until, finally, a wonderful beam of daylight shafted through the hole. Cries came from the children below — this time cries of triumph. Then the workers heaved themselves against the nailed top of the box and broke it loose. They were free.

Help was found and the police were called. Soon the children were on their way home to be reunited with their families.

The kidnapping of the children — probably the most bizarre and incredible non-political kidnapping in history — quickly spurred the widest manhunt ever mounted in California.

Excellent police investigation soon led to identification and arrest of the kidnappers, three men in their early 20s.

Adapted: Joseph P. Blank, "Kidnapped! The Ordeal That Shook Chowchilla" *Reader's Digest* Vol. III, No. 665 (September, 1977) p. 51 ff.

Life Necessities

DIRECTIONS: You are trapped in the underground prison. You want to escape. You want to survive. But, you must decide how to control behavior and rations to maximize your chances.

Rank the following items in order of importance from 1-10. 10 is MOST important — 1 is LEAST important.

_____ food
_____ use of flashlight
_____ water
_____ air
_____ limited space
_____ privacy (restrooms)
_____ sleep (rest)
_____ escape
_____ entertainment
_____ clothing

JUST FOR FUN...see if you can find ways to use the above items creatively. Example: clothing is intended for warmth and protection but could be used to curtain off areas for privacy, to make rope for escape purposes, etc.

STUDENT WORKSHEET

Choices for Survival

1. Your food is limited. Everybody is very hungry. Would you...
   ____ ration it to last over as long a time period as possible?
   ____ let everybody have one good meal and then begin to ration?
   ____ decide who is stronger and who is weaker and let the weaker ones have the food they need first?

   Law:

2. The air coming through two pipes in the roof is becoming very thin. You would...
   ____ limit talking because it uses up more air.
   ____ let people take turns being near the air pipes.
   ____ try to make the air holes larger even though you risk a cave-in.

   Law:

3. There are 12 gallon jugs of water and 27 people trapped. The temperature is becoming hotter and hotter. You know that without water the body will begin to dehydrate. You would...
   ____ decide who are the stronger ones in the group and let them have the water because their strength would be needed the most in escape attempts.
   ____ let each person decide for himself how much he needs to stay healthy.
   ____ give one capful of water to each person every hour.

   Law:

4. Your only source of light is one flashlight with two extra batteries. You have no idea how long you will be held captive. Would you...
   ____ limit the use of the flashlight to so many minutes an hour?
   ____ use the flashlight only to look for escape possibilities?
   ____ use the flashlight a lot at first to get to know your surroundings and to calm the kids who are afraid of the dark and when the first battery is used up, then start to limit its use?

   Law:

5. You know you were lowered into this "prison" through a hole in the ground. You can hear the roof of the trailer creaking under the weight above it. Already it has begun to cave in and a little dirt is sprinkling down on you and the other captives. Trying to tunnel out may risk a cave-in from the earth above. Would you...
   ____ not risk a cave-in and wait to be rescued?
   ____ wait at least until the food and water are gone and then try to escape?
   ____ attempt escape even though you risk a cave-in and the kidnappers may be waiting for you on the surface?

   Law:

6. Many of your friends are becoming upset and afraid they will never get out and perhaps will die in this place. They are crying. You would...
   ____ try to make everyone happier by encouraging singing, etc.
   ____ get angry at the ones who are crying because they are using up valuable air.
   ____ decide to keep the flashlight on all the time because it will make them less scared.

   Law:

COMMUNITY LAWS:

1. _____

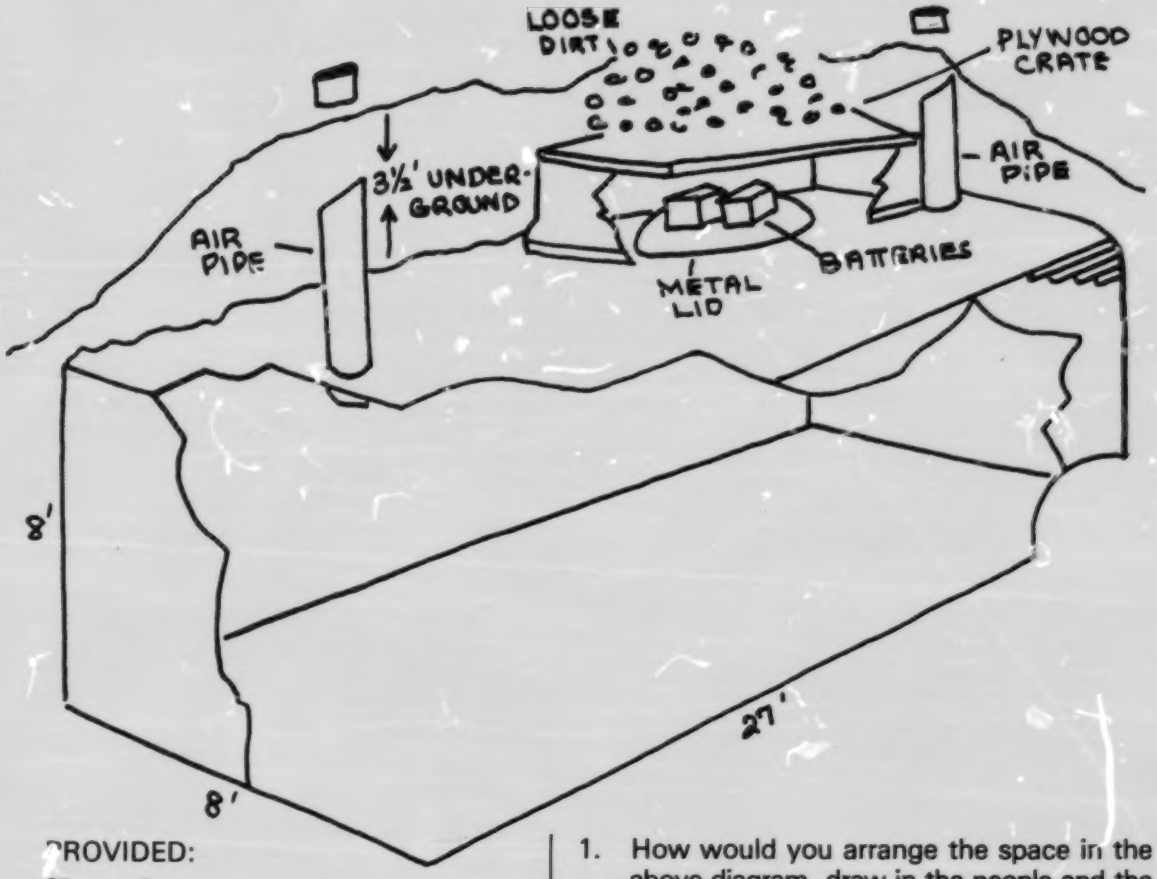
2. _____

3. _____

Just for FUN... If you were allowed to take one item with you into the buried "prison," what would it be?

STUDENT WORKSHEET

Trapped



PROVIDED:

27 people
11 mattresses
12 gallon jugs of water
15 boxes of cereal
20 loaves of bread
10 bags of potato chips
5 jars of peanut butter
2 wooden toilets

EXTRA CREDIT

1) What was the total square feet of floor space?

2) What was the total cubic feet inside the van?

1. How would you arrange the space in the above diagram, draw in the people and the provisions for the most efficient use of space.

2. How would you ration the food and water?

3. Give ideas for escape methods. What would you do? What materials would you use?

STUDENT WORKSHEET

Follow-up Activities

STRING YOUR VALUES

Have students draw, or cut out of magazines, pictures of things they highly value e.g. family, shelter, money, education. **After identifying what each picture represents, have students hang the pictures in order of preference with the most valued at the top.** These can be strung on string or ribbon. As small groups, students can then decide what society values — e.g. family, law etc. By comparing the decisions of the groups, the class can make a similar string of values to represent what the United States values. (These may be displayed in your room.)

DISCUSS:

1. Why do values differ between individuals?
2. Would your values be the same as your parents? Why? Why not?
3. Do values change? Why? Why not?
4. Should others respect your values? If so, how should they show that respect?

Teacher's Notes...

SO WHO'S A CHILD?

Ask for three volunteers to role play the two girls and a theater owner. Provide them with the following situation and give them time to rehearse before presenting it to the class.

Anne just had her 12th birthday. She received $2 from her father. He told her that the money was for Anne and her best friend, Mary, to go to a movie.

When the girls arrived at the theater, they noticed that the sign read:

$1 for adults (12 years and over)
$.50 for children

Even though both girls were 12 years old, Mary suggested that they buy children's tickets, so that they would each have $.50 for popcorn and a soda. Anne did not agree because she placed a high value on honesty and did not want to tell a lie.

After the role playing, ask the class to discuss the following.

1. Does it make a difference whether the theater owner received the money for admission or food? (Have the student who plays the theater owner answer the question.)
2. What difference would it make to the owner if fifty other 12-year-olds did the same thing?
3. How would other 12-year-olds feel if they had paid adult admission?
4. How would Anne's father feel about her decision?
5. Can you think of any situations when you were faced with similar decisions?

Adapted: *The Role of Law in a Free Society and the Rights and Responsibilities of Citizenship* (Jefferson City: The Missouri Bar (A.C.C.E.) and the Missouri Department of Education, 1976) (Xeroxed), pp. C-117, C-118.

WHOSE SIDE ARE YOU ON?

Allow your students to do informal debates on the following issues:

- If a person owns something, should he have the right to do whatever he wants with it? Does anyone have the right to tell him how and when to use it?

- You feel that it's important for your dog to be able to run freely, your neighbor doesn't agree.

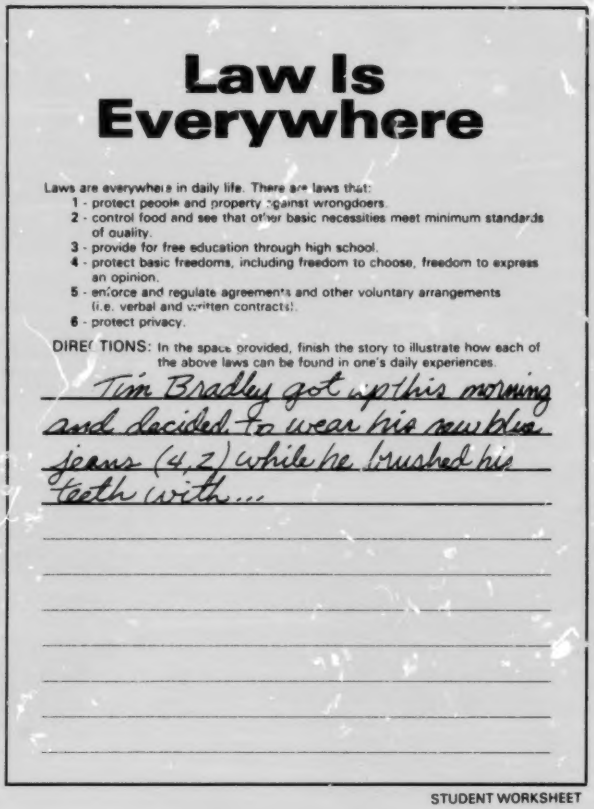
- Stealing is wrong. Is stealing to keep your family from starving wrong?

- You feel it's important to make good grades on a test. However, is it wrong to make good grades by cheating?

- You should tell the truth at all times. You should never say or do things that might hurt other people's feelings.

Teachers Notes

LAW IS EVERYWHERE (STUDENT WORKSHEET Page 19)



Law Is Everywhere

Laws are everywhere in daily life. There are laws that:
1 - protect people and property against wrongdoers.
2 - control food and see that other basic necessities meet minimum standards of quality.
3 - provide for free education through high school.
4 - protect basic freedoms, including freedom to choose, freedom to express an opinion.
5 - enforce and regulate agreements and other voluntary arrangements (i.e. verbal and written contracts).
6 - protect privacy.

DIRECTIONS: In the space provided, finish the story to illustrate how each of the above laws can be found in one's daily experiences.

Tim Bradley got up this morning and decided to wear his new blue jeans (4,2) while he brushed his teeth (with...

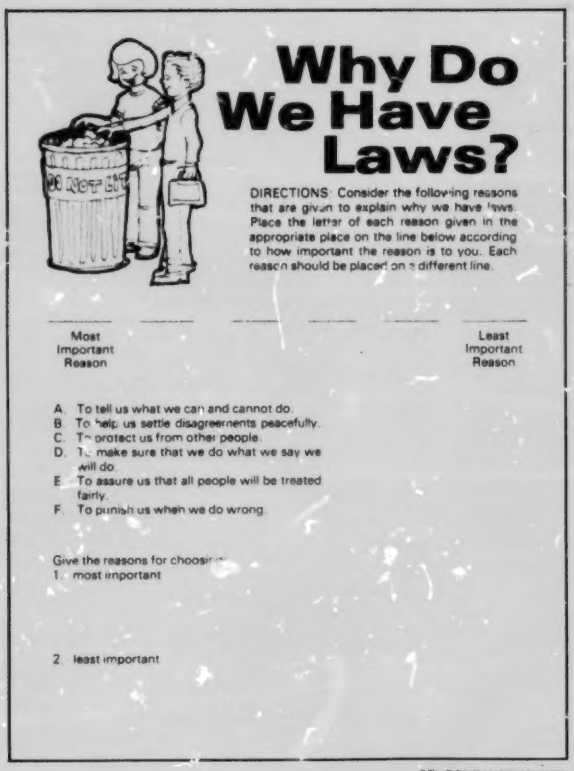
STUDENT WORKSHEET

Provide students with worksheets and allow time for them to finish the story. Read some of the stories aloud.

DISCUSS:

1. Which illustrations go with which laws?
2. Which laws tell you what you can't do?
3. Which laws tell you what you can do?
4. Which laws protect you from harm?
5. What do these laws have in common? (They all protect.)

WHY DO WE HAVE LAWS? (STUDENT WORKSHEET Page 20)



Why Do We Have Laws?

DIRECTIONS: Consider the following reasons that are given to explain why we have laws. Place the letter of each reason given in the appropriate place on the line below according to how important the reason is to you. Each reason should be placed on a different line.

_____ _____ _____ _____ _____ _____

Most Important Reason — Least Important Reason

A. To tell us what we can and cannot do.
B. To help us settle disagreements peacefully.
C. To protect us from other people.
D. To make sure that we do what we say we will do.
E. To assure us that all people will be treated fairly.
F. To punish us when we do wrong.

Give the reasons for choosing:
1. most important

2. least important

STUDENT WORKSHEET

Provide the students with the worksheet and have each one complete it individually. Obtain a class consensus by a show of hands for each of the six responses. Discuss and analyze the results providing an opportunity for individual students to explain reasons for their choices. Ask students to provide specific examples of laws that we have passed for each of the six reasons given.

David T. Naylor, "Law Studies in the Schools: A Compendium of Instructional Strategies," *Social Education*, Volume 41, Number 3 (March 1977), p. 170.

WHO WAS TO BLAME? (STUDENT WORKSHEET Page 21)

Who Was To Blame?

"Who's to blame for blinding seven-year-old Jimmy Smith in one eye?" This is a question that an Ohio judge actually had to answer not long ago. Maybe you'd like to try to answer the question. You may learn something about laws – and why we need them – as you put your answer together.

Deciding who was responsible for the loss of Jimmy Smith's eye wasn't easy. Some people blamed John for the accident. It was John, 14, who shot the BB gun that put Jimmy's eye out. John and some friends were shooting targets in the basement of Jimmy's home. One of John's shots bounced off a pipe, and struck Jimmy's eye.

(Would you blame John?
Yes _____ No _____)

Some people blamed Richard. It was Richard, 13, who bought the air rifle and BB's a year before the accident. His mother told him not to use them and hid the rifle. But Richard found it. He took it to Jimmy's house for target practice.

(Would you blame Richard?
Yes _____ No _____)

Some people blamed Richard's parents. Richard's parents, they argued, had failed to keep the air rifle out of their son's hands. They could have locked it up – or thrown it away.

(Would you blame Richard's parents?
Yes _____ No _____)

How about the storekeeper that sold Richard the gun? In Ohio, as in other states, the law forbids selling an air rifle to a minor (person under 18).

(Would you blame the storekeeper?
Yes _____ No _____)

STUDENT WORKSHEET

Provide students with worksheets and allow time for them to make decisions. Discuss these decisions using the following information.

Under the law, who was actually to blame for the accident? John, who fired the gun, and Richard, who bought it, were minors. As minors, they could not be held legally responsible for their actions. Neither have Richard's parents committed a crime. But the police did arrest the storekeeper. A criminal court (tries people accused of committing a crime) judge found him guilty of breaking the law because he sold air rifles to minors. The storekeeper was fined for the crime.

That didn't help Jimmy Smith's father. He had a lot of medical bills to pay. And he thought the storekeeper should pay them.

The storekeeper disagreed. For one thing, he said, the boy who fired the BB gun wasn't the boy he had sold the gun to. For another thing, he argued, the accident happened a year after the sale. That's too long a time to hold him responsible, he said - even if the sale were illegal.

How could Mr. Smith and the storekeeper settle their dispute? Mr. Smith took the dispute to a civil court (settles disputes between individual persons).

The judge decided that Mr. Smith was right. The judge ruled that the storekeeper had broken a law designed to prevent young people from playing with air rifles. In so doing, the storekeeper had set off a chain of events that produced the accident. Thus, the judge said, the storekeeper was responsible for the accident and would have to pay for it.

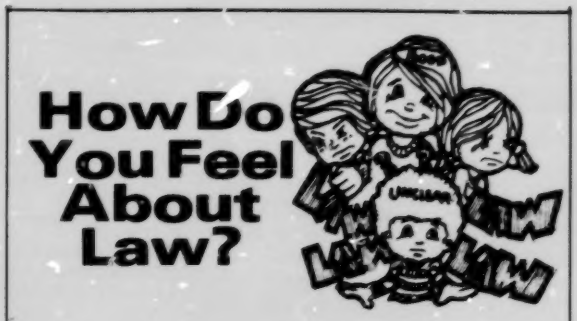
The Smith case tells us a lot about why we need laws and legal processes — trials, hearings, investigations, and so forth. We need them for three basic reasons:

1. TO PROTECT US.
   Can you think of a law in the Smith case that protects people? (Air rifles shall not be sold to minors.)
2. TO HELP US SETTLE DISPUTES.
   (Write a law to be used in the Smith case to help settle the dispute. e.g. Anyone selling an air rifle to a minor is punishable with a fine not to exceed _____.
3. TO HELP GUIDE OUR DAILY ACTIVITIES.
   These are the laws that we come into contact with most often. Laws of this kind set standards, and tell people how they should do things. Mr. Smith and the storekeeper, for example, knew their lawyers were qualified to represent them. Their lawyers had state licenses proving they had passed the law exams. Other laws that set standards help us locate qualified plumbers, doctors, teachers — and food that's safe to eat. Still others keep traffic moving in the right direction.

Laws also regulate (guide) the actions of public officials such as judges, policemen, mayors, and legislators. That's why Mr. Smith turned to the courts to settle his dispute. He was confident that the judge would make a fair decision. Why? Because there are laws — including the U.S. Constitution — which spell out what officials can and can't do. Officials who don't follow those guidelines can be forced out of office — by laws designed to protect us from officials who misuse their authority.

William Goodykoontz (ed.), *Junior Scholastic,* Vol. 77, No. 4 (Oct. 1975).

HOW DO YOU FEEL ABOUT LAW? (STUDENT WORKSHEET Page 22)



DIRECTIONS: Nine pairs of words are used to describe law. Between each pair of words circle the number that best describes your feelings when you hear the word "law."

LAW

Good	7	6	5	4	3	2	1	Bad
Necessary	7	6	5	4	3	2	1	Unnecessary
Worthless	1	2	3	4	5	6	7	Valuable
Clear	7	6	5	4	3	2	1	Unclear
Helpful	7	6	5	4	3	2	1	Harmful
Mean	1	2	3	4	5	6	7	Kind
Fair	7	6	5	4	3	2	1	Unfair
Useful	7	6	5	4	3	2	1	Useless
Awful	1	2	3	4	5	6	7	Nice

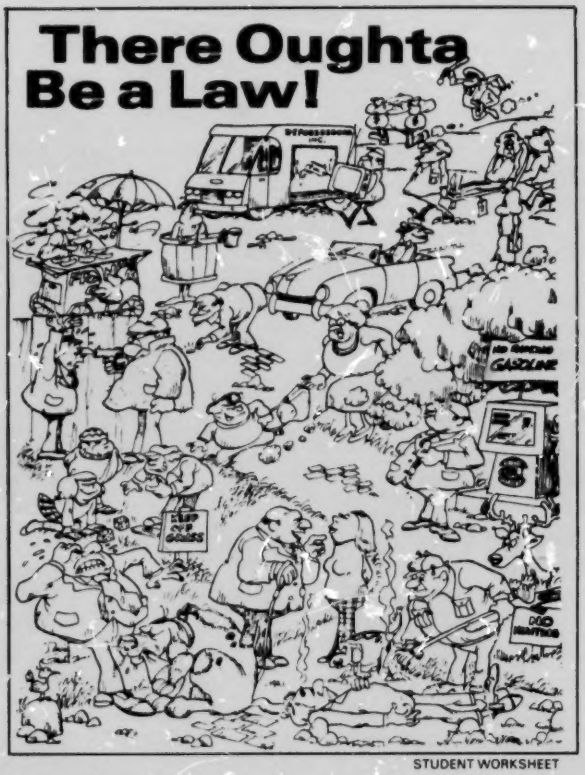
STUDENT WORKSHEET

Distribute copies of the semantic differential to each student. Have each one complete it individually. Obtain a class average for each set of matched words by adding all student responses and dividing the total sum by number of students. The results may be used to indicate whether the class, in general, has positive or negative attitudes about law and the intensity of these attitudes. The higher the score, the more positive the attitude about law.

Adapted: David T. Naylor, "Law Studies in the Schools: A Compendium of Instructional Strategies," *Social Education,* Vol. 41, No. 3 (March 1977), p. 170.

Teacher's Notes...

THERE OUGHTA BE A LAW!
(STUDENT WORKSHEET Page 23)



STUDENT WORKSHEET

Read the following three values to the class or place them on the blackboard.

1. People should be protected from theft or bodily harm.
2. People should settle disputes in a non-violent manner.
3. People have the right to an orderly and clean environment.

Based on the cartoon, have students write laws to protect the three values. Keep them simple -down to a sentence.

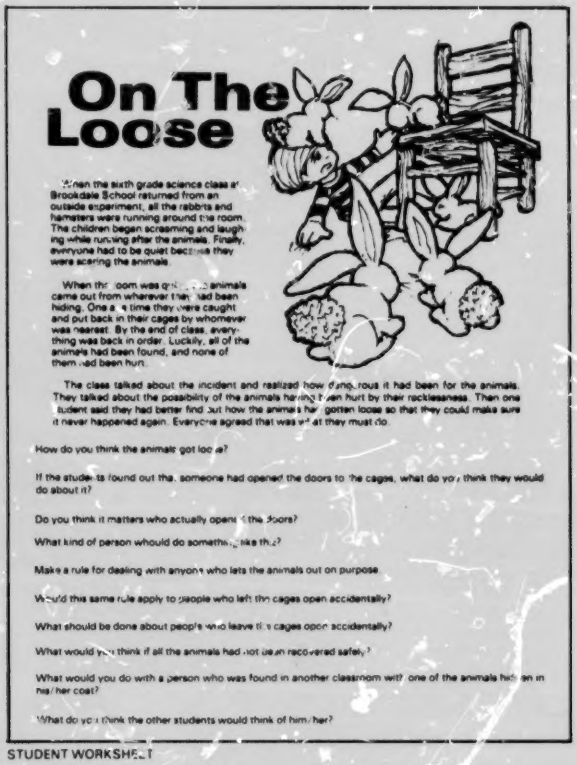
Example: One may only hunt deer, not men.

Provide students with a copy of cartoonist David Gantz's cover of Junior Scholastic.
Have students identify from the cartoon all the violations of the laws that have been written.

The picture surrounded by student laws would make a good bulletin board.

Adapted: William Goodykoontz (ed.) *Junior Scholastic*, Vol. 77, No. 4 (Oct. 1975), p. 1.

ON THE LOOSE
(STUDENT WORKSHEET Page 24)


On The Loose
When the sixth grade science class at Brookdale School returned from an outside experiment, all the rabbits and hamsters were running around the room. The children began screaming and laughing while running after the animals. Finally, everyone had to be quiet because they were scaring the animals.
When the room was quiet, the animals came out from wherever they had been hiding. One at a time they were caught and put back in their cages by whomever was nearest. By the end of class, everything was back in order. Luckily, all of the animals had been found, and none of them had been hurt.
The class talked about the incident and realized how dangerous it had been for the animals. They talked about the possibility of the animals having been hurt by their recklessness. Then one student said they had better find out how the animals had gotten loose so that they could make sure it never happened again. Everyone agreed that was what they must do.
How do you think the animals got loose?
If the students found out that someone had opened the doors to the cages, what do you think they would do about it?
Do you think it matters who actually opened the doors?
What kind of person whould do something like this?
Make a rule for dealing with anyone who lets the animals out on purpose.
Would this same rule apply to people who left the cages open accidentally?
What should be done about people who leave the cages open accidentally?
What would you think if all the animals had not been recovered safely?
What would you do with a person who was found in another classroom with one of the animals hidden in his/her coat?
What do you think the other students would think of him/her?

STUDENT WORKSHEET

Provide students with worksheet. Students should be required to write answers in complete sentences. Creativity of thought should be encouraged.

LAWS OF A STRANGE SOCIETY (STUDENT WORKSHEET Page 25-26)

The Laws Of A Strange Society I

COMMUNITY: Fast growing neighborhood just outside the limits of a big city. People are constantly moving in and out of the neighborhood. The crime rate is rising rapidly. The area is in danger because of the "spill over" of crime from the city with such problems as drugs, heavy traffic, robbery, assault, shoplifting, vandalism, etc.

ROLES:

1. a mother with three junior high school children (two boys, one girl)
2. a local businessman
3. a black community leader who just moved from the inner city
4. high school dropout (age 21)
5. young male teacher at the local community college

LAWS

1.

2.

3.

The Laws Of A Strange Society II

Section 1: The Sportsmongers

You highly value all forms of athletic competition. You value a beautiful, healthy body. The key to success is fighting to win. Your motto is, "Never Retreat." Sometimes you will even cheat to win. You also value land because it means money; it is extremely valuable in your society. You desire more land for the sake of obtaining more money. Also, the more land you have, the more space you have to hold various athletic contests.

Section 2: The Animal Lovers

You value all kinds of animals. They serve as a source of enjoyment and entertainment for you. You would rather die than see any animal harmed. You also value land — land because you believe it belongs to the animals. On your land the animals can be free from the evils of mankind. You insist upon having your privacy, for your sake and for the sake of your animals.

Section 3: The Intellects

You value intelligence and the quest for knowledge. You will go to extreme measures to pursue the advancement of your mind. You stress knowledge in your section because of your desire for power. Power means you can have your way. If you had your way, you would make sports important so that you could watch various games, but you would not like to get involved in the actual game. You would rather improve your mind than your body.

Section 4: The Epicurean

You love to drink and eat delicious food. You never think of missing a meal; as a matter of fact, you often add two or three a day. You also value your household pets, which never want for food. You believe happiness is determined by the amount of food you take in, and this idea also applies to animals and children. You value large families. You think households should have at least five well fed children.

Section 5: Land Misers

You value land, land, and more land. You would beg, borrow, or steal to obtain more land for yourself. You are highly intelligent and favor people trying to develop their minds. You believe this because the smarter you are, the better the opportunity to obtain more land — in honest or dishonest ways. You want to live a long, healthy life to enjoy your land. Consequently, you take great pains to keep your mind and body in excellent condition.

STUDENT WORKSHEET

I. (easier)

Provide students with worksheet. Divide the class into groups of five with one student representing each of the roles. Discuss the problems of living in this community. Each group writes three laws they believe will be beneficial to the whole community. These should be acceptable fo all five members of the group in their assigned roles. **Next have all groups put their laws on the board. As a total community the class must adopt five laws.** Each student may vote five times. The five laws that accumulate the most votes will be adopted.

II. (more challenging)

Divide the class into five groups. Each group is to be assigned a value system shown on the worksheet. The society needs to write laws in order to provide some structure so the five groups with the various value systems can survive together. The individual groups write the five most important laws for themselves and elect a spokesman. These five laws should reflect what the group *values* in its society. For example, the Sportsmongers' laws would stress sports, land, and money. Have each group identify their assigned value system. These are the values to be covered in their five laws.

All sections come together and the spokesmen write their laws on the blackboard. After all laws are listed on the board, the entire class must vote and accept only 10 of the 25 laws by majority vote. Each student can vote for eight laws that he/she wants. Remind students to keep in mind the value system they were assigned, because this will influence how they will vote for the laws within the entire society. Laws should help or assist in maintaining the values of each community.

DISCUSS:

1. What were the reasons for these laws?
2. Were they fair?
3. Did these laws tell you anything about what these groups valued?
4. Name some of these laws that the entire class agreed with and try to identify the reasons why you agreed and disagreed about certain laws.
5. Did you find that there were some things that you wanted that couldn't be handled by law? What were they? Can you make a law that will work that says, "Everyone must love everyone else." Why? Why not?
6. Could you write punishments for when your new laws are broken?

Depending on how much time you have to spend on this activity, maps and murals could be drawn to fit the new society.

LAWS PAST AND PRESENT
(STUDENT WORKSHEET Page 27)

Laws Past and Present

DIRECTIONS: Consider each of the laws below. In the space to the left of each, place the letter of the response you feel is most appropriate, as follows:

VN = Very Necessary Law
N = Necessary Law
U = Undecided
NVN = Not a Very Necessary Law
NN = Not a Necessary Law at All

____ **1.** The manufacture, sale or transportation of intoxicating liquors is not allowed.

____ **2.** An employer cannot hire or discharge or otherwise discriminate against any one because of that person's race, color, religion, sex or national origin.

____ **3.** A person shall not conduct himself or herself in a noisy, rude, or disorderly manner with the intent to abuse or annoy another person.

____ **4.** To be eligible to vote in an election, every citizen must be able to read and interpret the Constitution of the United States.

____ **5.** Persons under sixteen years of age may not appear on the streets between the hours of 8:00 p.m. and 6:30 a.m., unless accompanied by a parent or legal guardian.

____ **6.** A commercial establishment may not conduct business between 2:00 a.m. Sunday and 6:00 a.m. Monday.

____ **7.** All parents and guardians living in this State shall require their children to be instructed in reading and writing, so that they may be able to read the Scriptures and to write by the time they are twelve years of age.

STUDENT WORKSHEET

Distribute copies of the worksheet to all students. Instruct them to read and complete the exercise at their desks. Using a show of hands, tally students' responses and record them on the blackboard. Using class responses decide which laws are very necessary, necessary, etc.

DISCUSS:

- why each of the laws was passed
- at what time in America's history each law may have been passed
- the legal status of these laws today

Teachers Notes

Law Is Everywhere

Laws are everywhere in daily life. There are laws that:

1 - protect people and property against wrongdoers.
2 - control food and see that other basic necessities meet minimum standards of quality.
3 - provide for free education through high school.
4 - protect basic freedoms, including freedom to choose, freedom to express an opinion.
5 - enforce and regulate agreements and other voluntary arrangements (i.e. verbal and written contracts).
6 - protect privacy.

DIRECTIONS: In the space provided, finish the story to illustrate how each of the above laws can be found in one's daily experiences.

Tim Bradley got up this morning and decided to wear his new blue jeans. (4,2) while he brushed his teeth with...

Why Do We Have Laws?

DIRECTIONS: Consider the following reasons that are given to explain why we have laws. Place the letter of each reason given in the appropriate place on the line below according to how important the reason is to you. Each reason should be placed on a different line.

_____ _____ _____ _____ _____ _____

Most Important Reason — Least Important Reason

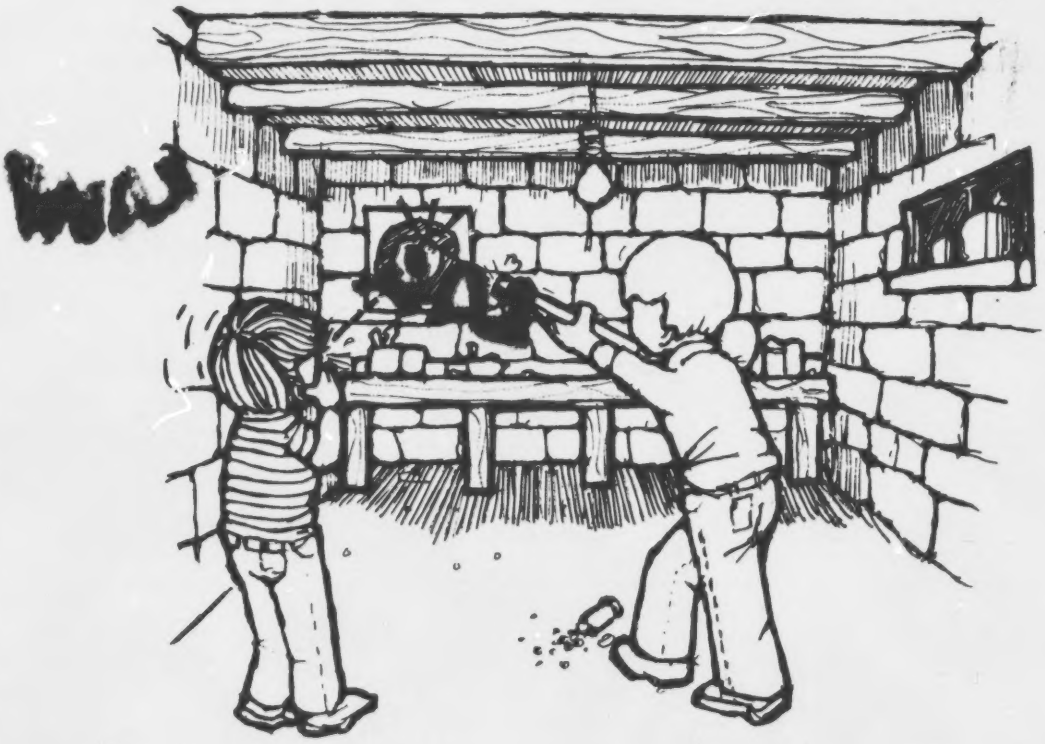
A. To tell us what we can and cannot do.
B. To help us settle disagreements peacefully.
C. To protect us from other people.
D. To make sure that we do what we say we will do.
E. To assure us that all people will be treated fairly.
F. To punish us when we do wrong.

Give the reasons for choosing:

1. most important

2. least important

Who Was To Blame?



"Who's to blame for blinding seven-year-old Jimmy Smith in one eye?" This is a question that an Ohio judge actually had to answer not long ago. Maybe you'd like to try to answer the question. You may learn something about laws — and why we need them — as you put your answer together.

Deciding who was responsible for the loss of Jimmy Smith's eye wasn't easy. Some people blamed John for the accident. It was John, 14, who shot the BB gun that put Jimmy's eye out. John and some friends were shooting targets in the basement of Jimmy's home. One of John's shots bounced off a pipe, and struck Jimmy's eye.

(Would you blame John?
Yes _____ No _____)

Some people blamed Richard. It was Richard, 13, who bought the air rifle and BB's a year before the accident. His mother told him not to use them and hid the rifle. But Richard found it. He took it to Jimmy's house for target practice.

(Would you blame Richard?
Yes _____ No _____)

Some people blamed Richard's parents. Richard's parents, they argued, had failed to keep the air rifle out of their son's hands. They could have locked it up — or thrown it away.

(Would you blame Richard's parents?
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How about the storekeeper that sold Richard the gun? In Ohio, as in other states, the law forbids selling an air rifle to a minor (person under 18).

(Would you blame the storekeeper?
Yes _____ No _____)

How Do You Feel About Law?

DIRECTIONS: Nine pairs of words are used to describe law. Between each pair of words circle the number that best describes your feelings when you hear the word "law."

LAW

Good	7	6	5	4	3	2	1	Bad
Necessary	7	6	5	4	3	2	1	Unnecessary
Worthless	1	2	3	4	5	6	7	Valuable
Clear	7	6	5	4	3	2	1	Unclear
Helpful	7	6	5	4	3	2	1	Harmful
Mean	1	2	3	4	5	6	7	Kind
Fair	7	6	5	4	3	2	1	Unfair
Useful	7	6	5	4	3	2	1	Useless
Awful	1	2	3	4	5	6	7	Nice

There Oughta Be a Law!

STUDENT WORKSHEET

On The Loose

When the sixth grade science class at Brookdale School returned from an outside experiment, all the rabbits and hamsters were running around the room. The children began screaming and laughing while running after the animals. Finally, everyone had to be quiet because they were scaring the animals.

When the room was quiet, the animals came out from wherever they had been hiding. One at a time they were caught and put back in their cages by whomever was nearest. By the end of class, everything was back in order. Luckily, all of the animals had been found, and none of them had been hurt.

The class talked about the incident and realized how dangerous it had been for the animals. They talked about the possibility of the animals having been hurt by their recklessness. Then one student said they had better find out how the animals had gotten loose so that they could make sure it never happened again. Everyone agreed that was what they must do.

How do you think the animals got loose?

If the students found out that someone had opened the doors to the cages, what do you think they would do about it?

Do you think it matters who actually opened the doors?

What kind of person whould do something like this?

Make a rule for dealing with anyone who lets the animals out on purpose.

Would this same rule apply to people who left the cages open accidentally?

What should be done about people who leave the cages open accidentally?

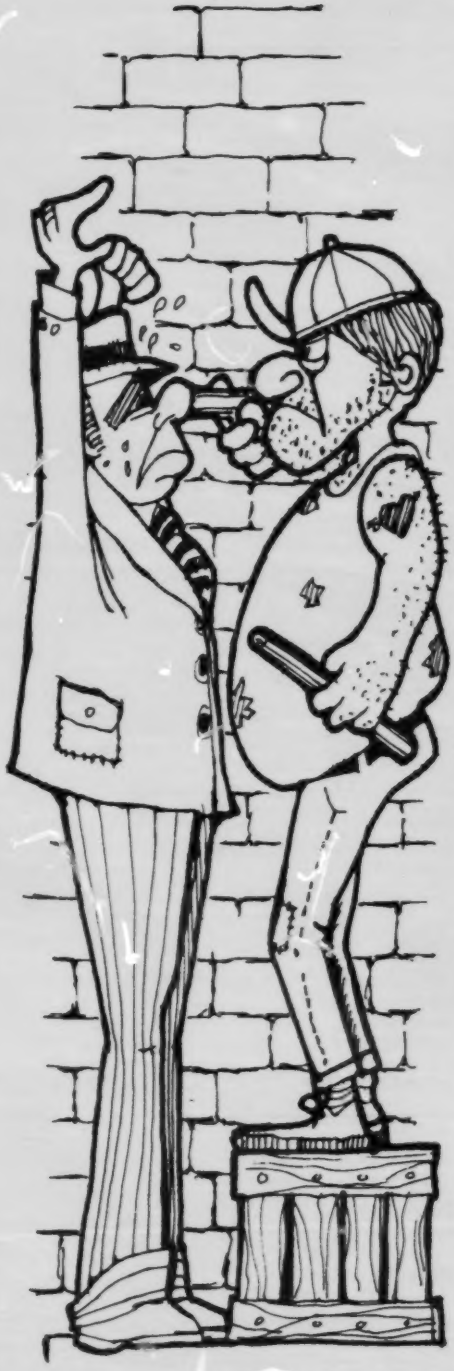
What would you think if all the animals had not been recovered safely?

What would you do with a person who was found in another classroom with one of the animals hidden in his/her coat?

What do you think the other students would think of him/her?

STUDENT WORKSHEET

The Laws Of A Strange Society I



COMMUNITY: Fast growing neighborhood just outside the limits of a big city. People are constantly moving in and out of the neighborhood. The crime rate is rising rapidly. The area is in danger because of the "spill over" of crime from the city with such problems as drugs, heavy traffic, robbery, assault, shoplifting, vandalism, etc.

ROLES:

1. a mother with three junior high school children (two boys, one girl)
2. a local businessman
3. a black community leader who just moved from the inner city
4. high school dropout (age 21)
5. young male teacher at the local community college

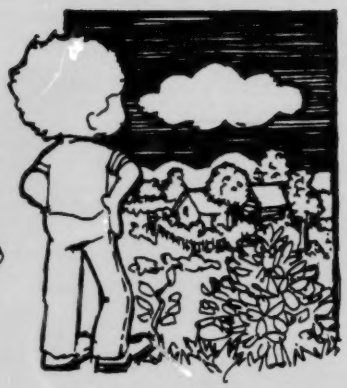
LAWS

1.

2.

3.

The Laws Of A Strange Society II



Section 1: The Sportsmongers

You highly value all forms of athletic competition. You value a beautiful, healthy body. The key to success is fighting to win. Your motto is, "Never Retreat." Sometimes you will even cheat to win. You also value land because it means money; it is extremely valuable in your society. You desire more land for the sake of obtaining more money. Also, the more land you have, the more space you have to hold various athletic contests.

Section 2: The Animal Lovers

You value all kinds of animals. They serve as a source of enjoyment and entertainment for you. You would rather die than see any animal harmed. You also value land — land because you believe it belongs to the animals. On your land the animals can be free from the evils of mankind. You insist upon having your privacy, for your sake and for the sake of your animals.

Section 3: The Intellects

You value intelligence and the quest for knowledge. You will go to extreme measures to pursue the advancement of your mind. You stress knowledge in your section because of your desire for power. Power means you can have your way. If you had your way, you would make sports important so that you could watch various games, but you would not like to get involved in the actual game. You would rather improve your mind than your body.

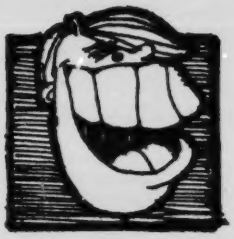
Section 4: The Epicurean

You love to drink and eat delicious food. You never think of missing a meal; as a matter of fact, you often add two or three a day. You also value your household pets, which never want for food. You believe happiness is determined by the amount of food you take in, and this idea also applies to animals and children. You value large families. You think households should have at least five well-fed children.

Section 5: Land Misers

You value land, land, and more land. You would beg, borrow, or steal to obtain more land for yourself. You are highly intelligent and favor people trying to develop their minds. You believe this because the smarter you are, the better the opportunity to obtain more land — in honest or dishonest ways. You want to live a long, healthy life to enjoy your land. Consequently, you take great pains to keep your mind and body in excellent condition.

Laws Past and Present



DIRECTIONS: Consider each of the laws below. In the space to the left of each, place the letter of the response you feel is most appropriate, as follows:

VN = Very Necessary Law
N = Necessary Law
U = Undecided
NVN = Not a Very Necessary Law
NN = Not a Necessary Law at All

_____ **1.** The manufacture, sale or transportation of intoxicating liquors is not allowed.

_____ **2.** An employer cannot hire or discharge or otherwise discriminate against any one because of that person's race, color, religion, sex or national origin.

_____ **3.** A person shall not conduct himself or herself in a noisy, rude, or disorderly manner with the intent to abuse or annoy another person.

_____ **4.** To be eligible to vote in an election, every citizen must be able to read and interpret the Constitution of the United States.

_____ **5.** Persons under sixteen years of age may not appear on the streets between the hours of 8:00 p.m. and 6:30 a.m., unless accompanied by a parent or legal guardian.

_____ **6.** A commercial establishment may not conduct business between 2:00 a.m. Sunday and 6:00 a.m. Monday.

_____ **7.** All parents and guardians living in this State shall require their children to be instructed in reading and writing, so that they may be able to read the Scriptures and to write by the time they are twelve years of age.

UNIT II

Authority

PURPOSE:

Authority is necessary to establish and maintain an orderly society. Rules and laws would be meaningless without the power or ability to enforce them. Authority also exists on other, more informal levels not limited to any age group, time span or level of decision making. For instance, a student making a decision on what movie his group should attend, is exercising an authority role.

As students examine both the necessity for authority and the duties and characteristics of authority figures, it is hoped that their attitudes toward authority will become more positive.

OBJECTIVE:

- The student will learn to define the term authority.

RECOMMENDED ACTIVITY

Follow The Leader
- -A.U.T.H.O.R.I.T.Y. (definition)*
- -Let's Get Organized (play)*
- -Let's Throw Some Light On The Subject (charting)*

FOLLOW-UP ACTIVITY

Speaker
Power Tower (categorization)
Who's The Boss? (research)*
Somebody's Gotta Be In Charge (Classification)*
Authority, Is Authority, Is Authority? (decision making)*
It's Everywhere (identification)
You Are In Authority (analyzing)

*STUDENT WORKSHEET PROVIDED

Recommended Activity

Follow the Leader

A.U.T.H.O.R.I.T.Y
(STUDENT WORKSHEET Page 33)
Provide students with...

Authority=

THE POWER OR ABILITY TO INFLUENCE OTHERS' BEHAVIOR

1. You are a member of many groups – list as many of these groups as possible. Start with the human race and end with you and your best friend. Try to identify the leader or authority figure in each group.

school, clubs, community, church, sport teams, band

2. What does a group want a leader to be like? Find as many words as possible beginning with each of the following letters in the word authority that describe what you think a leader or authority figure should be.

A = (example, able) assertive, aggressive, aspiring
U = understanding, untiring, unbiased, ful
T = team worker, truthful, tactful, talented, conscious
H = helpful, honest, humble, humorous, happy
O = organized, open minded, objective, observant
R = representative, ready, reasonable, receptive, reliable
I = inventive, integrity, informed, involved, intelligent, imaginative, industrious, inspired
T = tolerant, thoughtful
Y = yielding, faithful

Note: Can you think of additional words that describe a leader beginning with other letters of the alphabet?

STUDENT WORKSHEET

- use dictionary to find words
- choose only adjectives
- choose one word from each letter and make that your spelling list

DISCUSS:

Every group seems to need a leader at one time or another. In formal group activities, the leader or authority figure is more obvious, but even in small peer group situations, someone is more influential over the behavior of others at a given time.

This leadership may be very temporary, e.g. just making a decision for a group to go to a movie **or** leadership may last a lifetime, e.g. kings are usually born to royalty. Leadership or authority can be established in many ways — election, appointment, usurption, assumption, etc.

Teachers Notes

LET'S GET ORGANIZED
(STUDENT WORKSHEET Page 34-36)

Have students read or present...

LET'S GET ORGANIZED

CAST OF CHARACTERS

Narrator George Larry Sam
Mike Joe Fred Billy

The Time: Summer, 1988. The Place: Planet X.

SCENE ONE: LOST IN SPACE

NARRATOR. George sat up and looked around. As far as his eyes could see there was nothing but craters and gray rocks. He blinked. It was true then. He and seven Explorer Scouts were lost in space.

George thought back to the day before. His scout troop had been taking part in a very important space flight. They were going to the moon with six astronauts. The Space Agency wanted to see if boys could take space travel and their troop was picked from all the Boy Scout troops in the country. On the day of the flight, the boys were riding in one capsule and the astronauts in another.

The plan was for the astronauts to land first on the moon in order to meet the boys on their arrival. The entire project had been devised so that the boys would have minimal responsibility by having the space center control their capsule.

The countdown had been smooth with no hitches. George could still hear the voice of Radio Control... "Five...Four...Three...Two ...One...BLAST OFF!" He felt himself being lifted up...up...up... He was in space. "Three minutes since take off and everything is A-OK," said Radio Control.

Then it happened. Their ship went out of control and tossed about wildly. Quickly George grabbed the manual controls as he had been instructed during his training session. Never had he dreamed that he would really have to fly the ship. Now, it was all up to him. Three or four other boys were yelling and screaming!

ALL BUT GEORGE. George, what are we going to do? We're going to crash! Do you remember your instructions for flying?

GEORGE. Simmer down, I'll land the ship, but I can't do it with all of this noise. Strap yourselves down as we were instructed and BE QUIET!

NARRATOR. The boys did as they were told while George held the controls tightly. The ship was speeding along. All he could do was hold it on course and prepare for a crash. Down they went...faster...faster...faster.

GEORGE. Look out! Here it comes.

NARRATOR. There was a great explosion and George was pitched forward. Then everything went black.

SCENE TWO: THE BOYS LOOK AROUND

MIKE. George, George, where are you?

GEORGE. I'm here, behind the big rock. Who are you?

NARRATOR. Before he could get an answer, Mike came walking up.

MIKE. George, are you okay? I've been so worried.

GEORGE. Yeah, I'm fine. Are you okay? Where are the others?

MIKE. Joe went to explore the planet. Sam is trying to fix the radio so that we can make contact with Space Control. I'm not sure where the others are.

GEORGE. We have to get everyone together at once.

MIKE. You call them, George. They'll listen to you.

(George takes his scout whistle out of his pocket and blows it loudly three times. The boys begin to come from all over and in a few minutes everyone is there. George stands before them.)

GEORGE. I guess you guys all know what's happened. Instead of landing on the moon, we've landed on some other planet. It appears to be a lot like earth. Its atmosphere, temperature and light seem to be very similar. But we don't know where we are or how long it will be before somebody finds us.

LARRY. Great! No parents or teachers to boss us around. Just think, we can do anything we want to.

SAM. I'm never going to take a bath.

FRED. I'm going to sleep all day.

BILLY. I'm going to explore this planet and...

GEORGE. That's enough. We have to think about how we're going to survive until we get rescued. First, we need to make some rules and pick a leader to organize us and make sure the rules are carried out.

SCENE THREE: THE BOYS PICK A LEADER

MIKE. I think George should be our leader. He has the highest rank in the troop and he was the chief assistant for our leader back home.

JOE. Aw, what do you know about anything, Sissy? I'm the biggest and I have more badges than anyone in the troop. I think I should be the leader.

SAM. I agree with Mike. George would be a good leader. After all he kept his head and controlled the ship manuals when we were in trouble.

MIKE. Everybody who wants George for a leader, raise your hands.

(All the boys raise their hands except Joe.)

JOE. It wasn't a fair election.

GEORGE. It was too fair. Everyone voted. Knock it off and let's get organized.

MIKE. What'll we do now?

JOE. Let's explore and have a little fun.

LARRY. I want to build a fortress.

SAM. I'm hungry. When do we eat?

GEORGE. Quiet! I'm the leader, and I'll tell you what to do. We're all going to look around a little to see if we can find out where we are and how we can live until someone rescues us. Joe, you go to the south of the crater. Larry and Fred head north. Sam, take Billy and go to the west. I'll go with you, Mike. Be back here in one hour.

NARRATOR. The boys set off. They were glad to have a leader to tell them what to do and they were in a good mood, all except Joe. He wasn't happy at all since he wanted to be the leader.

SCENE FOUR: FOLLOW THE LEADER

NARRATOR. In an hour, all the boys were back except for Joe. George was mad that Joe had not come back on time. He knew that Joe was late because the boys hadn't picked him to be their leader.

GEORGE. All right, let's tell what we found.

SAM. I'll start.

STUDENT WORKSHEET

LARRY. No, I will.

GEORGE. Now hold on! Everybody can't talk at once. We have to follow some sort of rules. We have a serious situation and we can't waste time arguing. Raise your hand when you want to speak.

(A lot of hands go up.)

GEORGE. Larry, you talk first.

LARRY. Well, we walked north, just like you said. We walked and walked, maybe two or three miles. No matter how far we went, it was the same as here, just craters and rocks.

(Sam's hand goes up and George recognizes him.)

SAM. It was that way with us, too, George. We didn't see any grass or trees or houses or anything. All we could find were rocks and more rocks. There was nothing.

JOE. (Joe says this as he walks onto stage.) Maybe this whole planet is a big nothing. Maybe it's a big nothing.

GEORGE. Where were you? Why weren't you back when I told you to be?

JOE. What difference does it make? Nobody's going anywhere.

GEORGE. It makes a big difference. If we want to be rescued we're going to have to work with each other, not against each other. When you pick a leader, you have to do what that leader says. You're making your own rules.

JOE. Yeah, well I didn't pick you.

GEORGE. But the others did, and everyone has to go by what most of the guys want. That means you, too.

(Joe says something under his breath and sits down.)

GEORGE. Mike and I didn't find anything but rocks for a long time, but then we came to a big cave. We didn't have time to explore it, but there may be food in it, and water.

JOE. I'll explore it. I have my Explorer's badge.

GEORGE. Now, there are a lot of jobs to be done. I've made a list of what I want everyone to do, beginning right now. I'll put the list on this pile of rocks and you can check what you are supposed to do. I'm assuming on all of you to do your jobs. (Then he puts this list down.)

Joe ..... Explore cave for food and water
Larry, Fred ..... Build rock shelters for all boys
Sam ..... Work on fixing radio
Billy ..... Keep signal light from ship going at all times
Mike ..... Fix mac's
George ..... Guard ship. Check to be sure everyone is working

STUDENT WORKSHEET

Adapted: Dallas Junior Bar Wives' Club, Inc., Comp., *You and The Law Resource Manual* (Dallas: Texas, 1972) pp. 17-22.

– put the play on tape using fellow teachers or friends as the characters

DISCUSS:

1. Do you think the group would be able to get organized and survive without picking a leader and making some rules?
   - open-ended but probably not
2. Does George seem like a good choice for a leader?
   - you may want to use the following chart on the blackboard

George's qualities of leadership (Why they chose him)	His powers (Responsibilities as leader)

3. Were there any characteristics of George that were not good?
4. Even though Joe did not vote for George, what are his responsibilities as a member of the group?
   - cooperation
   - voicing opinion in a positive manner
5. Is it fair that some people have authority over other people? Explain when you think it's fair, and when it's not.
   - fair, in the sense that decisions have to be be made and enforcement has to be carried out — someone has to have the responsibility for this
   - unfair, if power or leadership is usurped and used irresponsibly
6. What do you think are the most important things for you to remember to do when you are in a position of authority?
   - compare with qualities described on student worksheet A.U.T.H.O.R.I.T.Y.
7. Do you agree that if rules and laws are to be followed, someone in authority has to enforce them? Why? Why not?
   - If everyone exerted responsible self-discipline, there might be no need for discipline.

examples:	
responsible self-discipline	need for enforced discipline
"I don't want the street to be trashy so I'll throw my papers in the garbage and not on the sidewalk."	"There's a cop! I better throw this paper in the trash can so he won't fine me for littering."
"I found a pencil under my desk. I know it's not mine so I'll turn it in to the teacher. Someone must have lost it."	"I found a pencil under my desk. Finders keepers, losers weepers. Nobody will ever know it's not my pencil."

LET'S THROW SOME LIGHT ON THE SUBJECT
(STUDENT WORKSHEET Page 37)

Provide students with...

Let's Throw Some Light On The Subject

Situations / Questions	Your parents tell you that you have to mow the lawn once a week in order to get your allowance.	A policeman makes you stop fishing because you do not have a fishing license.	There is a rule in your club that says you have to spend one afternoon a week cleaning the clubhouse
Do you see a need for authority in this situation? Why? Why not?			
Do you like the person(s) in authority? What is your attitude towards them?			
What is your attitude towards the rule or law they are enforcing?			

STUDENT WORKSHEET

Try to establish the need for authority in each situation. Have the students begin to look at their attitudes towards authority figures and try to separate them from their attitudes towards whatever it is that is being enforced. e.g. (1) you can love your parents and not love the rules that they enforce for your welfare; (2) you may not like some rules and laws but you don't have to dislike the policeman who has to enforce them.

Authority=

THE POWER OR ABILITY TO INFLUENCE OTHERS' BEHAVIOR

1. You are a member of many groups — list as many of these groups as possible. Start with the human race and end with you and your best friend. Try to identify the leader or authority figure in each group.

---

2. What does a group want a leader to be like? Find as many words as possible beginning with each of the following letters in the word authority that describe what you think a leader or authority figure should be.

A = (example, able)

U =

T =

H =

O =

R =

I =

T =

Y =

Note: Can you think of additional words that describe a leader beginning with other letters of the alphabet?

LET'S GET ORGANIZED

CAST OF CHARACTERS

Narrator	George	Larry	Sam
Mike	Joe	Fred	Billy

The Time: Summer, 1999. The Place: Planet X.

SCENE ONE. LOST IN SPACE

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George thought back to the day before. His scout troop had been taking part in a very important space flight. They were going to the moon with six astronauts. The Space Agency wanted to see if boys could take space travel and their troop was picked from all the Boy Scout troops in the country. On the day of the flight, the boys were riding in one capsule and the astronauts in another.

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GEORGE. I'm here, behind this big rock. Who are you?

NARRATOR. Before he could get an answer, Mike came walking up.

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NARRATOR. The boys set off. They were glad to have a leader to tell them what to do and they were in a good mood, all except Joe. He wasn't happy at all since he wanted to be the leader.

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(A lot of hands go up.)

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Joe . . . . . Explore cave for food and water
Larry, Fred . . . . . Build rock shelters for all boys
Sam . . . . . Work on fixing radio
Billy . . . . Keep signal light from ship going at all times
Mike . . . . . Fix meals
George . . . . Guard ship. Check to be sure everyone is working

Let's Throw Some Light On The Subject

Situations / Questions	Your parents tell you that you have to mow the lawn once a week in order to get your allowance.	A policeman makes you stop fishing because you do not have a fishing license.	There is a rule in your club that says you have to spend one afternoon a week cleaning the clubhouse.
Do you see a need for authority in this situation? Why? Why not?			
Do you like the person(s) in authority? What is your attitude towards them?			
What is your attitude towards the rule or law they are enforcing?			

STUDENT WORKSHEET

Follow-up Activities

SPEAKER

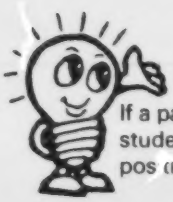
- any authority figure including: all levels of government, law enforcement, school administration, sport officials, peer class officers.

Before the speaker comes, have the students list the questions they want answered.

Be sure that the speaker has a copy of the questions in advance.

SAMPLE QUESTIONS:

- How do you become a _____ (title of authority position)?
- What responsibilities do you have in your job?
- What kind of rules and laws do you make?
- What rules and laws would you change, and why?
- How much training do you need for your job?
- What are some problems you face?



If a panel of authority figures can be arranged, students can compare different authority positions.

POWER TOWER

Place the following list on the board.

teacher
team captain
policeman
president of a company
student
citizen
coach
chief of police
team player
older brother or sister
parent
baby
employer
principal
employee

Ask students to arrange the names on the board into "authority groups," i.e., groups that indicate a chain of authority. There may be many different ways of arranging the names and no arrangements should be considered "wrong" as long as students can defend them.

Examples:

coach
team captain
team player

principal
teacher
student

police chief
policeman
citizen

parent
older brother or sister
baby

president of company
employer
employee

DISCUSS:

1. What are the relationships between the various people listed in each of the groups?
2. How are the people in authority expected to behave?
3. How are those subject to authority expected to behave?

WHO'S THE BOSS
(STUDENT WORKSHEET Page 43)

Provide students with worksheet. Information for completing this exercise may be found in:

Congressional Record
World Almanac
Daily Newspaper
By visiting or calling the city hall or county offices

Who's The Boss

I _____ am a

citizen of _____ living in

the City/County of _____

in the State of _____

Your mission is to find out:

Who is

The Mayor of your City _____

or

Head of local governing body _____

The Governor of your State _____

The President of your Country _____

Name one U.S. Senator from your State _____

Name one U.S. Representative to Congress from your State _____

Name one State Senator who works in your State Capitol _____

Name one member of governing body that makes laws for your locality _____

Name one Judge in your State's highest court _____

Name one Juvenile Judge in your City/County _____

STUDENT WORKSHEET

SOMEBODY'S GOTTA BE IN CHARGE
(STUDENT WORKSHEET Page 44)

Somebody's Gotta Be In Charge

Directions: Identify at which level the decisions for each situation are made

(A) School (C) State
(B) Local (D) Federal

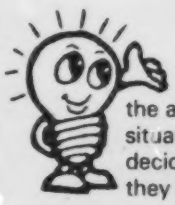
D 1. Automobile pollution
C 2. Punishing students by spanking or expulsion
D 3. Migratory game birds
A 4. Smoking cigarettes on school premises
C 5. Automobile inspection
C 6. Right hand turns on red lights
D 7. Airplane flight plans
C 8. Marijuana possession in the home
A 9. Locker searches
A 10. Weapons on school property
B 11. Smoking in theaters
B 12. Streets and sidewalks
D 13. Naturalization
D 14. Bank robberies
C 15. Rating eating establishments
B 16. Curfew
D 17. Skyjacking
B 18. Trick-or-treat

STUDENT WORKSHEET

After giving students the worksheet have them identify at which level the decisions for each situation are made.

DISCUSS:

1. Why are each of the situations handled at the level at which they are assigned? e.g. trick or treat is practiced across the country, why isn't there a federal law to govern it?
2. Students may not see the necessity for enforcement in some of the situations. Discuss the possible consequences if there were no enforcement. e.g. weapons on the school property, what would happen if everyone were allowed to carry any weapon at any time?



the areas could be put on the board and the situations listed below them as the students decide on the level of authority to which they belong.

AUTHORITY, IS AUTHORITY, IS AUTHORITY?

(STUDENT WORKSHEET Page 45)

Authority, Is Authority, Is Authority ?

- Your teacher makes you do some extra work because of your behavior.
- Your principal calls your home to find out why you are not in school and discovers you have skipped school.
- Your father tells you you can go to the game on a week night because of the good grades you received on your report card.
- You go to the department store and have to pass through a merchandise detection machine before you can leave.
- In order to join your club, you want a newcomer to "steal" a hubcap from a police car.
- Your mother has called you into her room to give you a good old fashion lecture for eating her freshly baked chocolate cake.
- You were called to the police station to identify a CB that was stolen from your car.
- Your boss tells you that if you are late one more time you will lose your job.
- Because you did such a fine job, the neighbor whose lawn you just cut, tells you that he will pay you extra money.
- You are the class treasurer and you get after your [illegible] friend for not paying his dues.

Who is in authority?

What authority should they have?

How was this authority established?

What power do they have to enforce their authority?

What limits should be set on this power to enforce their authority?

STUDENT WORKSHEET

Choose one of the situations and discuss the questions at the bottom of the page or assign one situation to each student and have him/her write out the answers to the questions.

Students could try to identify a hierarchy of authority in each situation. e.g. "Your teacher makes you do some extra work because of your behavior."

Hierarchy: community, school board, superintendent, principal, teacher, pupil

IT'S EVERYWHERE

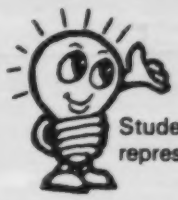
Using the suggested list below have students identify the authority figure in each situation:

on a football field during a game
babysitting
classroom
in a supermarket
on public transportation
during a parade
at the movies
in the home
next door

Have each student choose one of the authority figures and prepare a list of characteristics and skills needed to enforce the rules and laws in that situation.

Example:

sports official
good natured
intelligent
fair minded
physically fit
compassionate
honest
knows the rules
trained observer



Students could prepare a class collage representing all authority.

YOU ARE IN AUTHORITY

Have class members brainstorm instances when they have been in authority. These may be listed on the blackboard.

DISCUSS:

1. Who placed you in or gave you the authority?
2. Did you have any problems? If so, how did you solve them?
3. Did you feel important when you had authority? Why? Why not?
4. Were you fair? Did the person(s) over which you had authority feel that you were fair?

Who's The Boss

I _____, am a

citizen of _____ living in

the City/County of _____

in the State of _____

Your mission is to find out:

Who is:

The Mayor of your City _____

or

Head of local governing body _____

The Governor of your State _____

The President of your Country _____

Name one U.S. Senator from your State _____

Name one U.S. Representative to Congress from your State _____

Name one State Senator who works in your State Capitol _____

Name one member of governing body that makes laws for your locality _____

Name one Judge in your State's highest court _____

Name one Juvenile Judge in your City/County _____

STUDENT WORKSHEET

Somebody's Gotta Be In Charge

Directions: Identify at which level the decisions for each situation are made.

(A) School
(B) Local
(C) State
(D) Federal

_____ 1. Automobile pollution
_____ 2. Punishing students by spanking or expulsion
_____ 3. Migratory game birds
_____ 4. Smoking cigarettes on school premises
_____ 5. Automobile inspection
_____ 6. Right hand turns on red lights
_____ 7. Airplane flight plans
_____ 8. Marijuana possession in the home
_____ 9. Locker searches
_____ 10. Weapons on school property
_____ 11. Smoking in theaters
_____ 12. Streets and sidewalks
_____ 13. Naturalization
_____ 14. Bank robberies
_____ 15. Rating eating establishments
_____ 16. Curfew
_____ 17. Skyjacking
_____ 18. Trick-or-treat

Authority, Is Authority, Is Authority ?

- Your teacher makes you do some extra work because of your behavior.
- Your principal calls your home to find out why you are not in school and discovers you have skipped school.
- Your father tells you you can go to the game on a week night because of the good grades you received on your report card.
- You go to the department store and have to pass through a merchandise detection machine before you can leave.
- In order to join your club, you want a newcomer to "steal" a hubcap from a police car.
- Your mother has called you into her room to give you a good old fashion lecture for eating her freshly baked chocolate cake.
- You were called to the police station to identify a CB that was stolen from your car.
- Your boss tells you that if you are late one more time you will lose your job.
- Because you did such a fine job, the neighbor whose lawn you just cut, tells you that he will pay you extra money.
- You are the class treasurer and you get after your best friend for not paying his dues.

Who is in authority?

What authority should they have?

How was this authority established?

What power do they have to enforce their authority?

What limits should be set on this power to enforce their authority?

UNIT III

PURPOSE:

The process of making a decision is seldom easy. The sooner one learns to accept conflict as a reality the better prepared one will be to deal with the continuing series of decisions one meets everyday.

This unit goes beyond the inevitability of conflict to specify several positive and meaningful solutions to conflict. Guidelines are included to test effective settlement.

It is hoped that students will consider positive solutions to conflict in an effort to diminish criminal or quasi-criminal (disruptive or chaotic) behavior.

OBJECTIVES:

- The students will learn to define three positive solutions to conflict: arbitration, compromise, intervention of authority.
- The student will learn the criteria for positive conflict settlement.

RECOMMENDED ACTIVITY

You Can't Help But Bump Into One
-Conflict Capers (reading)*
-Crack The Conflict Code (problem solving)*

FOLLOW-UP ACTIVITIES

Change Is The Name Of The Game (moral dilemma)*
Where Is Maria? (play)*
Dear Family (letter writing)*
Try It, You'll Like it (classification)*
Don't Bug Me (write conflict situations)*
Conflict, Conflict Everywhere!(journal)

*STUDENT WORKSHEET Provided

Recommended Activity

You Can't Help But Bump Into One

CONFLICT CAPERS
(STUDENT WORKSHEET Page 51)

To read for an introduction to conflict, provide students with...

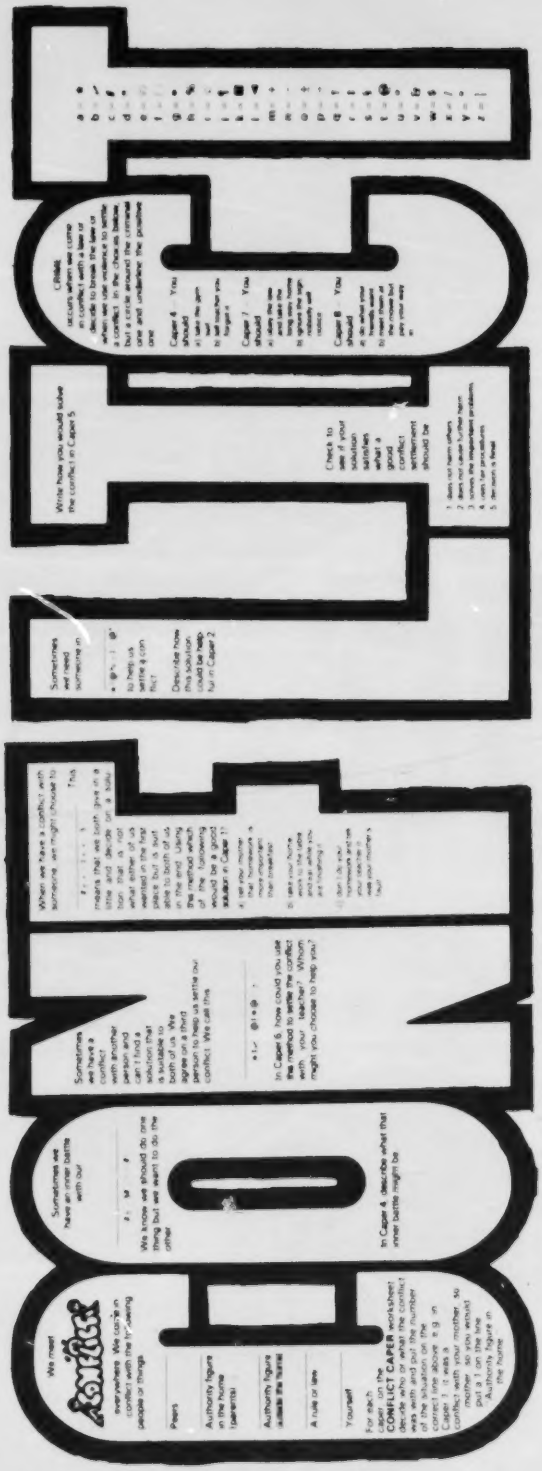
Conflict Capers
Rise and Shine! Late again — only half an hour 'til the school bus comes — gotta hurry
1. Mom's calling — have to finish my homework — she's after me to eat my breakfast
8. Get home phone ringing — gang wants to sneak into a movie — they want me to go
9. Dinner finished — dishes done — favorite TV program ready to start — what about homework? Oh no, not again!!
2. Just made the bus — WHEW! — Can't find a seat — Selfish Sally won't move over RULE: No Standing In Bus!!
7. Miss the bus — take shortcut home NO TRESPASSING SIGN — Should I ignore it
10. What a day! Glad it's bedtime — Does everyone have problems like me? Will I ever get rid of??
3. School Bell Rings — Should I put my things in my locker or go right to class??
6. Last class of the day — can't sit still — start joking with my friend — teacher angry
4. Time for gym — forgot my gymsuit — TROU... See one on the floor ... I take it??
5. Bell for lunch — Open locker and lunch is missing — someone tells me they saw who took it — Boy am I mad!
CONFLICT

STUDENT WORKSHEET

DISCUSS:

Conflict exists everywhere in our lives — everytime we must make a decision, we are faced with conflict. It can exist within ourselves, with other people or with a rule or law. Conflict is not a bad thing but it is how we handle it and the solutions that we find that are important.

Teacher's Notes...


CONFLICT
We meet conflict
Peers
Authority figure in the home (parents)
Authority figure outside the home
A rule or law
Yourself
Sometimes we have an inner battle with our
Sometimes we have a conflict with another person and can't find a solution that is suitable to both. We agree on a third person to help us settle our conflict. We call this
When we have a conflict with someone, we might choose to
Sometimes we need someone to
Write how you would solve the conflict in Caper 5
Check to see if your solution satisfies what a good conflict settlement should be
Caper 4 You should
Caper 7 You should
Caper 8 You should

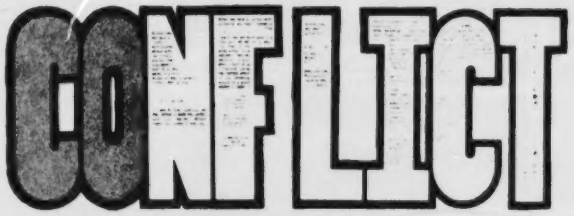
Crack the Conflict Code

STUDENT WORKSHEET

CRACK THE CONFLICT CODE
(STUDENT WORKSHEET Page 52-53)

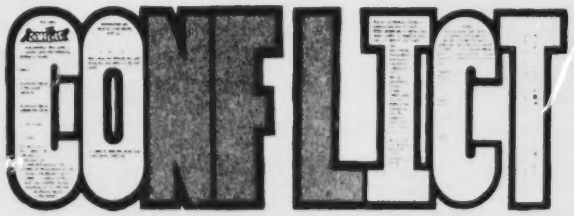
Provide students with "Crack the Conflict Code." The worksheets spell the word CONFLICT when laid end to end. **By referring to the "capers" in the "Conflict Capers" worksheet, the students should complete the activities in each letter of the word CONFLICT.** The code appears in the letter "T".

After the students have completed the worksheet, discuss the activities in each letter of CONFLICT using the following information.



Have class think of personal situations where they have come in conflict with peers, parents, authority, rules and laws, etc Emphasize that conflict is natural and commonplace and not always negative. Everytime we have a decision to make, we have a conflict and we solve many of them everyday.

Discuss the student responses to Caper 4. Often we have a fight that goes on within ourselves. Our *conscience* is an inner voice commanding us to do right or to be good. Our conscience may come in conflict with what we want to do or what might serve our immediate interests. In Caper 4, taking the gymsuit would be stealing which would be against the law. You know that you shouldn't do it, but it is very tempting to want to take it and avoid a conflict with the gym teacher.



In this unit three methods are emphasized as solutions to conflict. They are *arbitration, compromise,* and *intervention of authority.* They are *not* the only solutions, but are the more widely used positive choices. It is important that students understand the three methods.

ARBITRATION

One of the most sophisticated ways that students have to settle their own conflicts is to *agree on an arbitrator* to help them make a fair decision. Such appeals are successful only when both parties to the conflict have confidence that the arbitrator is wise and fair. They must both be willing to accept the decision which the arbitrator makes whether or not they feel it is to their benefit. For instance, rather than arrange to meet after school for a fight, two boys, having a disagreement, may decide to talk the problem over with a coach they both admire, agreeing ahead of time that each will do what the coach judges to be fair.

COMPROMISE

Many times students attempt to settle their own conflicts. *Compromise* is a method more civilized than fighting. Giving a little and getting a little to find an answer, compromise often satisfies both parties. Two students, fighting over who gets a certain seat, may decide to take turns using it.

INTERVENTION OF AUTHORITY

One of the ways that conflict can be resolved is by the intervention of an authority figure. Children often rely on adults who have conflict-settling authority. Parents are responsible for caring for their children. In seeing that they grow toward responsible adulthood, parents have authority to make decisions about personal and family conflicts. A principal has the responsibility for seeing that the school operates smoothly to provide adequate learning experiences for students. Along with this responsibility, he has the authority to decide questions about behavior, as it is necessary in the school situation. Thus, brothers and sisters may accept their parents' authority to decide when conflicts between them arise just as students in school will accept the principal's decision in regard to in-school conflicts.

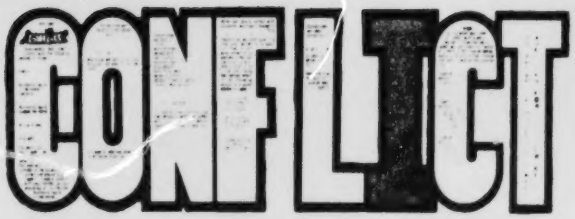
At this time choose a conflict situation and discuss how it could be solved by each method discussed above.

Example: Johnny loses his pencil and discovers Susan is using it.

arbitration — Johnny and Susan both agree to let a mutual friend decide who should have the pencil.

compromise — Johnny and Susan both agree to let Susan use the pencil for the rest of the day and then give it back to Johnny.

intervention of authority — Johnny and Susan cannot come to an agreement so their teacher helps solve the problem.

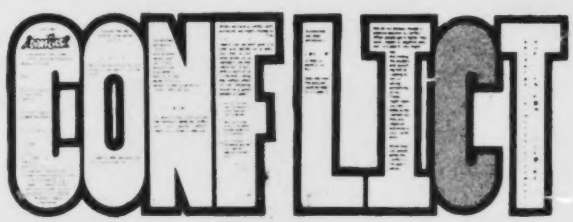


Discuss the students' solutions to caper 5.

MAKE SURE THE CLASS THOROUGHLY UNDERSTANDS THE FOLLOWING, EMPHASIZING THE **BOLD** PHRASES.

Settling conflict effectively requires having standards by which to judge success. Considerations go beyond the termination of the controversy. The settlement **should not harm others.** For example, two students should not settle a conflict over the only copy of a history book by agreeing to share it if that means that the rest of the students will have no opportunity to do a required report. Also, a conflict settlement **should not cause further harm** to either person involved. For example, one student may succeed in unseating another from his favorite seat in class. Yet, in doing so he may have injured the other student. He may lose the respect of his classmates who consider him unfair because he used brute force to get his way. The winner may have lost more than he gained from the settlement.

A good conflict-settlement should focus on the **most important problem** even if it means compromise on less important factors. A student accused of cheating on a test may agree to take another test to settle the conflict, even though he may not want to do so. A fourth standard is **fair procedures** for listening to the facts and impartially judging them. If a judge or arbitrator is not fair, then the result will not be satisfactory. Lastly, the decision needs to be **final.** This means that after a fair solution is reached, the losing party must not seek retaliation or revenge, but should accept the decision.

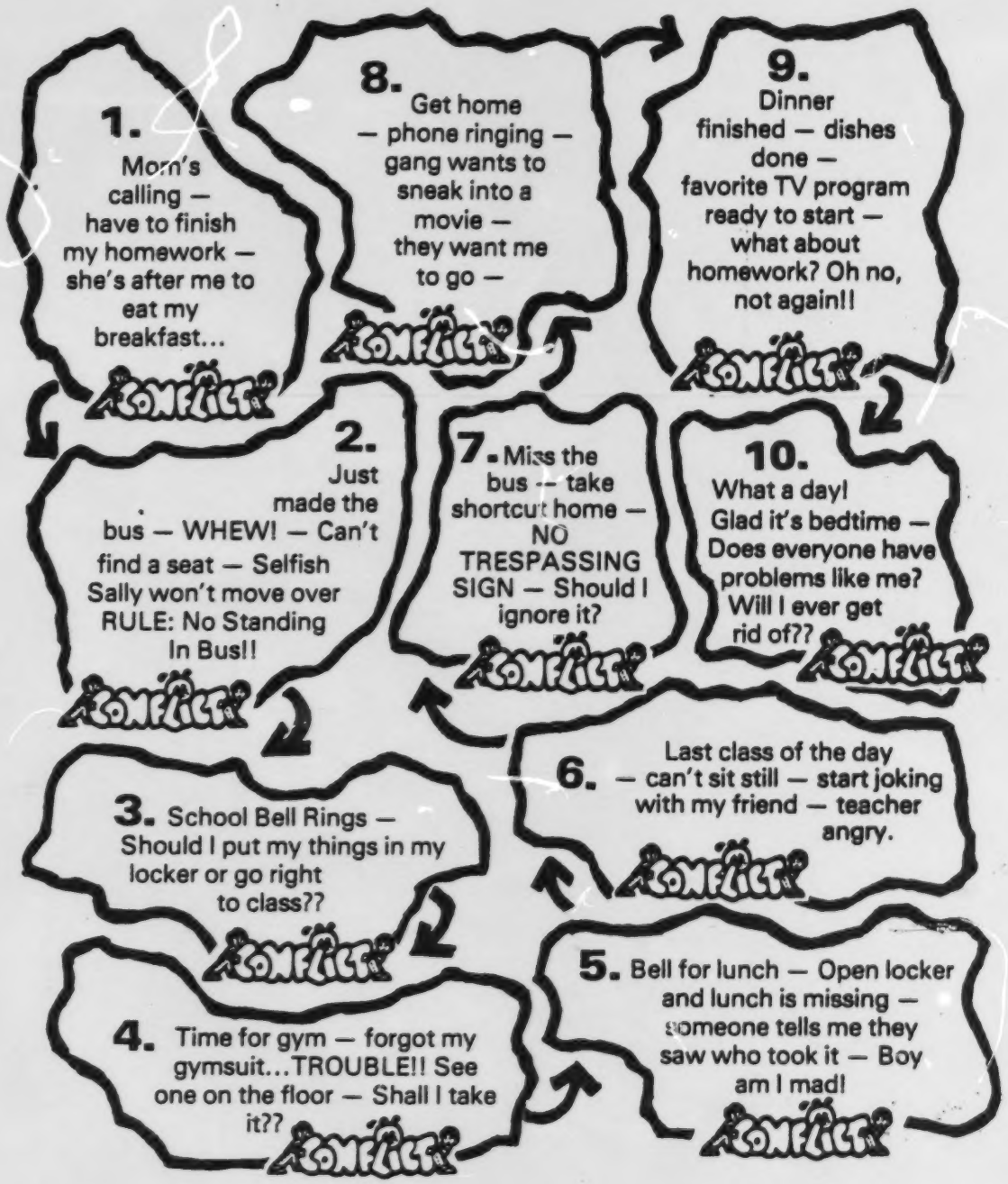


C is for CRIME.

When we fight or break the law to solve a conflict we are committing a **crime.** Crime is a negative solution to conflict. By learning the positive methods for resolving conflict stressed in this unit, students should be able to rationally choose more positive alternatives to crime and violence.

Conflict Capers

Rise and Shine! Late again — only half an hour 'til the school bus comes — gotta hurry


1. Mom's calling — have to finish my homework — she's after me to eat my breakfast...
CONFLICT
2. Just made the bus — WHEW! — Can't find a seat — Selfish Sally won't move over RULE: No Standing In Bus!!
CONFLICT
3. School Bell Rings — Should I put my things in my locker or go right to class??
CONFLICT
4. Time for gym — forgot my gymsuit...TROUBLE!! See one on the floor — Shall I take it??
CONFLICT
5. Bell for lunch — Open locker and lunch is missing — someone tells me they saw who took it — Boy am I mad!
CONFLICT
6. Last class of the day — can't sit still — start joking with my friend — teacher angry.
CONFLICT
7. Miss the bus -- take shortcut home — NO TRESPASSING SIGN — Should I ignore it?
CONFLICT
8. Get home — phone ringing — gang wants to sneak into a movie — they want me to go —
CONFLICT
9. Dinner finished — dishes done — favorite TV program ready to start — what about homework? Oh no, not again!!
CONFLICT
10. What a day! Glad it's bedtime — Does everyone have problems like me? Will I ever get rid of??
CONFLICT

STUDENT WORKSHEET

TIPS

Crack the Conflict Code

We meet

everywhere. We come in conflict with the following people or things.

_____
Peers

_____
Authority figure in the home (parents)

_____
Authority figure outside the home

_____
A rule or law

_____
Yourself

For each caper, on the **CONFLICT CAPER** worksheet decide who or what the conflict was with and put the number of the situation on the correct line above. e.g. in Caper 1, it was a conflict with your mother, so mother, so you would put a 1 on the line "Authority figure in the home."

Sometimes we have an inner battle with our

_____ .

▯± – 5▯☆© – ▯©

We know we should do one thing but we want to do the other.

In Caper 4, describe what that inner battle might be.

Sometimes we have a conflict with another person and can't find a solution that is suitable to both of us. We agree on a third person to help us settle our conflict. We call this

_____ .

★↕↙☆@↕★@☆± –

In Caper 6, how could you use this method to settle the conflict with your teacher? Whom might you choose to help you?

When we have a conflict with someone, we might choose to

_____ . This

▯± + +↕± + ☆§©

means that we both give in a little and decide on a solution that is not what either of us wanted in the first place but is suitable to both of us in the end. Using this method which of the following would be a good solution in Caper 1?

a) tell your mother that homework is more important than breakfast

b) take your homework to the table and eat while you are finishing it

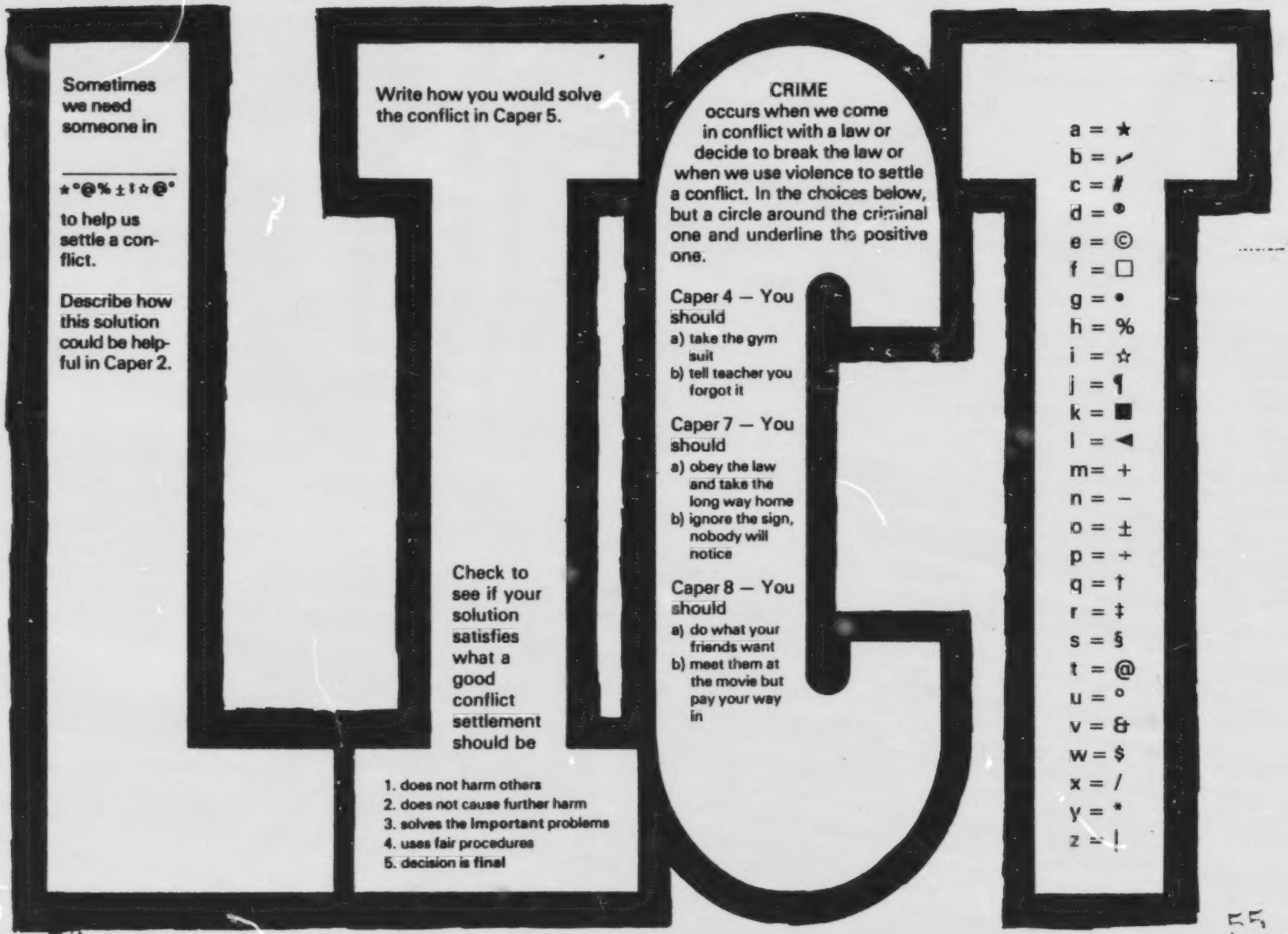
c) don't do your homework and tell your teacher it was your mother's fault

STUDENT WORKSHEET

52

52

Crack the Conflict Code (CONTINUED)



Sometimes we need someone in

_____

★°@%±!☆@°

to help us settle a conflict.

Describe how this solution could be helpful in Caper 2.

Write how you would solve the conflict in Caper 5.

Check to see if your solution satisfies what a good conflict settlement should be

1. does not harm others
2. does not cause further harm
3. solves the important problems
4. uses fair procedures
5. decision is final

CRIME occurs when we come in conflict with a law or decide to break the law or when we use violence to settle a conflict. In the choices below, but a circle around the criminal one and underline the positive one.

Caper 4 — You should

a) take the gym suit
b) tell teacher you forgot it

Caper 7 — You should

a) obey the law and take the long way home
b) ignore the sign, nobody will notice

Caper 8 — You should

a) do what your friends want
b) meet them at the movie but pay your way in

a = ★
b = ✓
c = #
d = ●
e = ©
f = □
g = •
h = %
i = ☆
j = ¶
k = ■
l = ◄
m = +
n = –
o = ±
p = ÷
q = †
r = ‡
s = §
t = @
u = °
v = &
w = $
x = /
y = *
z = !

STUDENT WORKSHEET

TIPS

Follow-up Activities

CHANGE IS THE NAME OF THE GAME
(STUDENT WORKSHEET Page 59-60

STUDENT WORKSHEET

Above all, use these activities cautiously. They are powerful learning devices but they can be used for misguided purposes — to indoctrinate, to force conformity, to invade family or personal privacy. Teachers must be sensitive to these potential abuses, must allow for freedom of response from students, and must resist temptations to "tell" students the "right" answers.

Read a moral dilemma to the class and discuss the questions. You may want to give an opinion at the end of the activity but avoid influencing students before or during discussion.

For discussion purposes, you can divide the class in at least three different ways: (1) Separate the class into small groups of four, five or six students who support the same side of an issue. For example, a class of 30 could be separated into five groups — two "pro" and three "con" groups. Each group makes a list of the best reasons to support its position. The lists are brought back to the whole class for discussion. (2) Divide into groups as just described, but this time ask the "pro" groups to make the best possible list of reasons to support the opposite (con) position, and vice versa. (3) Group four or six students together with half on each side of the dilemma and ask them to debate the issue.

STUDENT WORKSHEET

Support opinions without passing judgment (positive or negative) on them, and remember that what counts is students' reasoning — not their answers. Encourage students to express a reasonable value position rather than simply reflect the consensus. If you think opinions are being changed to conform with peers', ask students to write their opinions.

Dennis Adams, "Building Moral Dilemma Activities," *Learning: The Magazine for Creative Teaching*, Vol. 5, No. 7 (March 1977).

WHERE IS MARIA?
(STUDENT WORKSHEET Page 61-62)

Where Is Maria?

Characters

Miss Benson, Jack, Maria, Helen, Mr. Beck

Scene

A school home room. The morning late bell has just sounded. The students are seated. Miss Benson, a substitute teacher, is taking attendance.

Miss Benson: Is Maria Gomez here?

Jack: She'll be here in a few minutes.

(Miss Benson wonders how Jack knows that Maria will be late, but she decides not to ask him. Several minutes pass.)

Miss Benson (to Jack): Are you certain that Maria Gomez is going to be here? I have to send the absence cards to the office.

Jack: I'm almost certain. (He looks at door.) There she is.

(A girl enters the classroom. It is Maria. She takes a seat.)

Miss Benson: Maria? (Maria nods.) Do you have a late admittance slip?

Maria: No, I didn't get one. I came right here.

Miss Benson: Well, you'll have to go to the office and get an admit slip.

(Maria rises from her seat. She looks worried.)

Helen (whispering to Jack): Someone better tell Miss Benson about Maria. Maria won't say anything. She's afraid.

Jack (whispering): I guess by someone you mean me.

Helen: Come on, Jack, you can explain it to her.

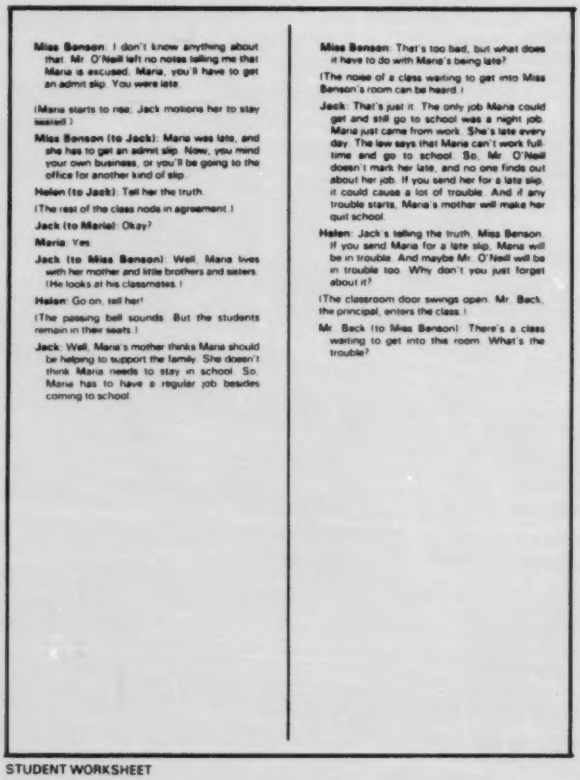
(Jack shrugs his shoulders. The other members of the class are looking at him. He motions Maria back to her seat.)

Jack: Miss Benson, Maria doesn't need an admit slip. She's excused when she's late.

Miss Benson: Excused? What do you mean? There's nothing in Mr. O'Neil's attendance book about Maria being excused.

Jack: Well, she isn't excused by the office, but Mr. O'Neil never counts her as being late. She's a little late every day.

STUDENT WORKSHEET



Miss Benson: I don't know anything about that. Mr. O'Neil left no notes telling me that Maria is excused. Maria, you'll have to get an admit slip. You were late.

(Maria starts to rise; Jack motions her to stay seated.)

Miss Benson (to Jack): Maria was late, and she has to get an admit slip. Now, you mind your own business, or you'll be going to the office for another kind of slip.

Helen (to Jack): Tell her the truth.

(The rest of the class nods in agreement.)

Jack (to Maria): Okay?

Maria: Yes.

Jack (to Miss Benson): Well, Maria lives with her mother and little brothers and sisters. (He looks at his classmates.)

Helen: Go on, tell her!

(The passing bell sounds. But the students remain in their seats.)

Jack: Well, Maria's mother thinks Maria should be helping to support the family. She doesn't think Maria needs to stay in school. So, Maria has to have a regular job besides coming to school.

Miss Benson: That's too bad, but what does it have to do with Maria's being late?

(The noise of a class waiting to get into Miss Benson's room can be heard.)

Jack: That's just it. The only job Maria could get and still go to school was a night job. Maria just came from work. She's late every day. The law says that Maria can't work full-time and go to school. So, Mr. O'Neil doesn't mark her late, and no one finds out about her job. If you send her for a late slip, it could cause a lot of trouble. And if any trouble starts, Maria's mother will make her quit school.

Helen: Jack's telling the truth, Miss Benson. If you send Maria for a late slip, Maria will be in trouble. And maybe Mr. O'Neil will be in trouble too. Why don't you just forget about it?

(The classroom door swings open. Mr. Beck, the principal, enters the class.)

Mr. Beck (to Miss Benson): There's a class waiting to get into this room. What's the trouble?

STUDENT WORKSHEET

Suppose people could drive through red lights at will, steal from those who couldn't stop them, beat up anybody they didn't like. There would be chaos.

Law, as we have seen, is society's way of avoiding chaos — of keeping order.

Suppose, on the other hand, that everyone did exactly what someone in authority told him to do — that everyone unquestionably obeyed every law, just or unjust. There would, of course, have been no Boston Tea Party, no Declaration of Independence, no Civil Rights Movement.

From the beginning, men have argued over the question — What should you do when your conscience tells you a law is wrong?

You should obey the law anyway, says one group. Every time a law is broken — even for the best of reasons — it is a step toward anarchy, toward riots in the streets. If you think a law is wrong, there are lawful ways of changing it.

Obedience to law is important, says the other group. But justice is more important. Sometimes the lawful ways of changing an unjust law are too slow to get justice in a particular case. Blind obedience to lawful authority led to the Nazi war crimes, where people who helped put six million innocent persons to death argued that they had acted in accord with the "law" of the time. The same kind of blind obedience, those who hold this view say, could lead to the loss of freedom in our own society.

The issue comes down to this question: What should you do when you think a law — or an order from someone in authority — is unjust?

This play offers students a chance to think about this conflict and decide for themselves.

Provide five students with the play to read or present to the class.

DISCUSS:

1. What rules and laws are involved in this play?
   rule — the late admittance slip, excuse for lateness
   law — can't work full time and go to school
2. What is conscience? What does it have to do with law? Are there laws of conscience? What do they

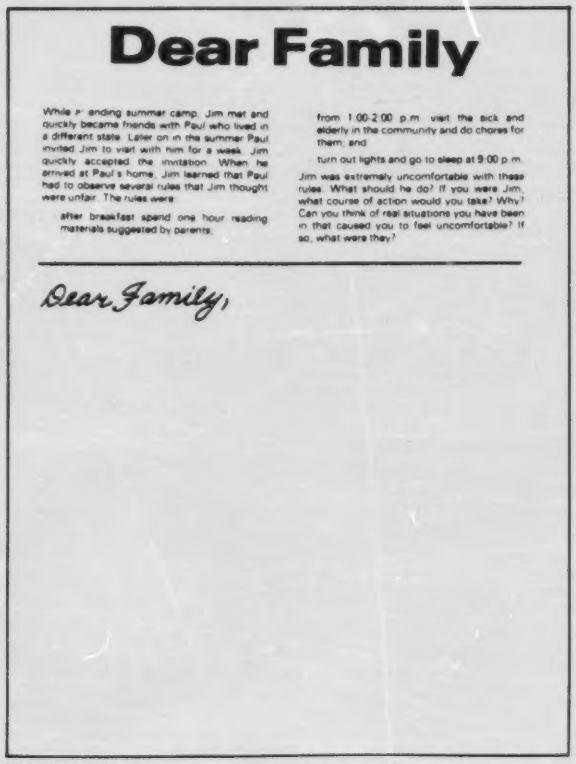
have to do with this story? How are the laws of conscience different from written laws? How are they similar?

3. Identify some of the conflicts in the story.
   Maria versus mother
   teacher and class versus school rule
   substitute teacher versus class

4. What might be considered a good solution to the conflict?

William Goodykoontz (ed.), *Law: You, the Police and Justice* (New York: Scholastic Book Services, 1970), pp. 139-142.

DEAR FAMILY
(STUDENT WORKSHEET Page 63)



Dear Family

While attending summer camp, Jim met and quickly became friends with Paul who lived in a different state. Later on in the summer Paul invited Jim to visit with him for a week. Jim quickly accepted the invitation. When he arrived at Paul's home, Jim learned that Paul had to observe several rules that Jim thought were unfair. The rules were:

after breakfast spend one hour reading materials suggested by parents;

from 1:00-2:00 p.m. visit the sick and elderly in the community and do chores for them; and

turn out lights and go to sleep at 9:00 p.m.

Jim was extremely uncomfortable with these rules. What should he do? If you were Jim, what course of action would you take? Why? Can you think of real situations you have been in that caused you to feel uncomfortable? If so, what were they?

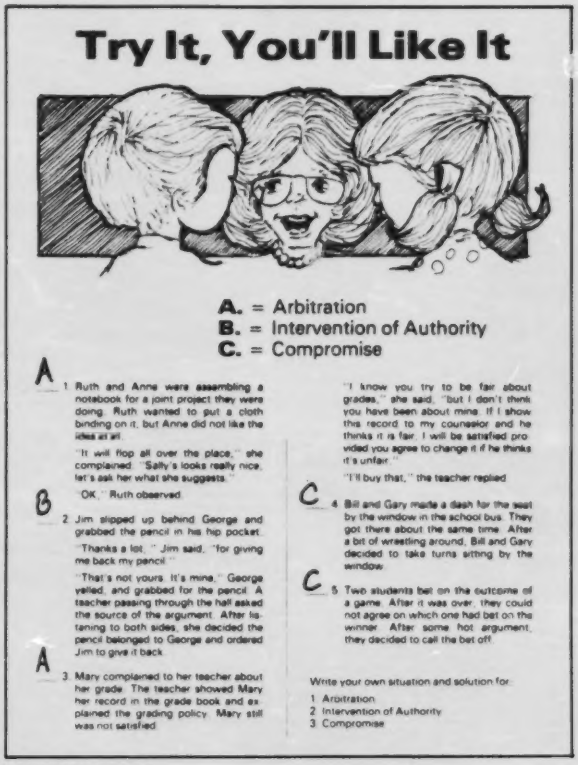
Dear Family,

STUDENT WORKSHEET

Have students solve this conflict situation by writing a letter to his/her family explaining the situation and giving a possible solution. Make sure students use all the rules of grammar, including — capitals, punctuation, complete sentences, proper letter form.

Suggested solutions
- cutting short his visit and returning home
- asking Paul's family to suspend the rules while he is visiting
- asking to be excused from following the rules
- obeying the rules and saying nothing

TRY IT, YOU'LL LIKE IT
(STUDENT WORKSHEET Page 64)



Try It, You'll Like It

A. = Arbitration
B. = Intervention of Authority
C. = Compromise

A 1. Ruth and Anne were assembling a notebook for a joint project they were doing. Ruth wanted to put a cloth binding on it, but Anne did not like the idea at all.

"It will flop all over the place," she complained. "Sally's looks really nice, let's ask her what she suggests."

B "OK," Ruth observed.

2. Jim slipped up behind George and grabbed the pencil in his hip pocket.

"Thanks a lot," Jim said, "for giving me back my pencil."

"That's not yours. It's mine," George yelled, and grabbed for the pencil. A teacher passing through the hall asked the source of the argument. After listening to both sides, she decided the pencil belonged to George and ordered Jim to give it back.

A 3. Mary complained to her teacher about her grade. The teacher showed Mary her record in the grade book and explained the grading policy. Mary still was not satisfied.

"I know you try to be fair about grades," she said, "but I don't think you have been about mine. If I show this record to my counselor and he thinks it is fair, I will be satisfied provided you agree to change it if he thinks it's unfair."

"I'll buy that," the teacher replied.

C 4. Bill and Gary made a dash for the seat by the window in the school bus. They got there about the same time. After a bit of wrestling around, Bill and Gary decided to take turns sitting by the window.

C 5. Two students bet on the outcome of a game. After it was over, they could not agree on which one had bet on the winner. After some hot argument, they decided to call the bet off.

Write your own situation and solution for:
1. Arbitration
2. Intervention of Authority
3. Compromise

STUDENT WORKSHEET

Have students classify the dispute settlements on the worksheet according to the method which was used.

DON'T BUG ME
(STUDENT WORKSHEET Page 65)

Have students use the spaces provided on the worksheets to identify how a conflict could arise from each situation presented. Students should then be asked to provide a positive solution to the conflict.

Don't Bug Me Conflict

I want to ride my bike to school.	Conflict: My parents may feel it is not safe. Possible Solution: work out with them a set of rules to be obeyed in exchange for permission to ride bike to school.
I want a neat locker.	My lockermate is a slob and doesn't want a neat locker. Divide the locker in half by putting masking tape down the middle.
My dog might be mean but I don't want her to wear a leash.	Neighbor may be afraid of the dog. allow dog to be unleashed ONLY when you are with her.
Private property has a "No Tresspassing" sign posted on it.	The gang I hang around with wants to play ball there. suggest another location or another activity.
I want to take Ralph's jacket to wear home because I didn't bring mine and it is cold.	Ralph may also be cold and needs his jacket. See if another friend will lend you a jacket.

STUDENT WORKSHEET

This is only an example as answers will vary.

DISCUSS:

Did the conflict-settlement meet the standards of
- not harming others
- not causing further conflict
- solving the most important problem
- following fair procedures
- being final

CONFLICT, CONFLICT EVERYWHERE!

Have students keep a journal of their actions during a 24-hour period, recording each instance when they are faced with a conflict situation, even if it seems minor, e.g. jaywalking, playing in the streets, littering, trespassing, hitchhiking, carrying a knife, lighting fireworks, buying cigarettes, breaking curfew, making loud noises, turning stop signs, burning leaves, and turning on a fire hydrant.

SAMPLE:

Conflict Situation	Solution	Why This Solution Was Chosen

Students should note how each situation was handled and explain why their solutions were chosen, e.g. (a) fear of punishment; (b) consideration for other people's feelings; (c) morality; it was "right" or "wrong" to do so; (d) failure to understand the rule; (e) force of habit; (f) desire to please others; (g) forgetfulness; (h) desire to maintain social order; (i) other.

Change Is The Name Of The Game

Ken's Dilemma

It is Ken's mother's birthday on Saturday. He hasn't been able to save enough money to get her the present she wanted. As he is walking to the store he finds a wallet with $10 in it, which is what he needs to buy the present she wanted. A name and address are in the wallet. What should Ken do?

Probe Questions:

1. What is one good reason for Ken to return the wallet?
2. What is one good reason for Ken not to return it?
3. What if there had been no name and address in the wallet?
4. What if the wallet had contained $20 and Ken needed only $10?

Jane's Dilemma

The children in Mrs. Dunn's sixth grade were having a special treat. A collector of Indian artifacts was visiting them and he had brought with him some authentic Iroquois weapons, clothing and beads. He was going to teach the children some Iroquois words and songs. But before he could start his program, Mrs. Dunn had to take him down to meet the principal. The collector asked that no one touch his belongings, and he put a student, Jane, in charge, saying that if anyone touched anything, he would call off his visit. Shortly after Mrs. Dunn and the collector left, a few children couldn't resist touching the clothing and trying on some of the beads. When the collector and Mrs. Dunn returned, Jane didn't know what to do — keep silent or tell the truth, which might cancel the visit. What should she do?

Probe Questions:

1. Was the collector's rule fair?
2. Can you think of a better rule?
3. Who was the authority figure when Mrs. Dunn and the collector left?
4. If Jane told the truth and the visit was canceled, would that be fair to the children who did not touch anything?
5. Should you always tell the truth?

Catherine's Dilemma

Catherine is not doing very well in her English class. Whether she passes or not depends on her final written project. Even though she has always tried hard, she hasn't been able to get very good grades. She finds the paper that her brother did on her topic three years ago, and this paper received an "A." Should Catherine use it?

Probe Questions:

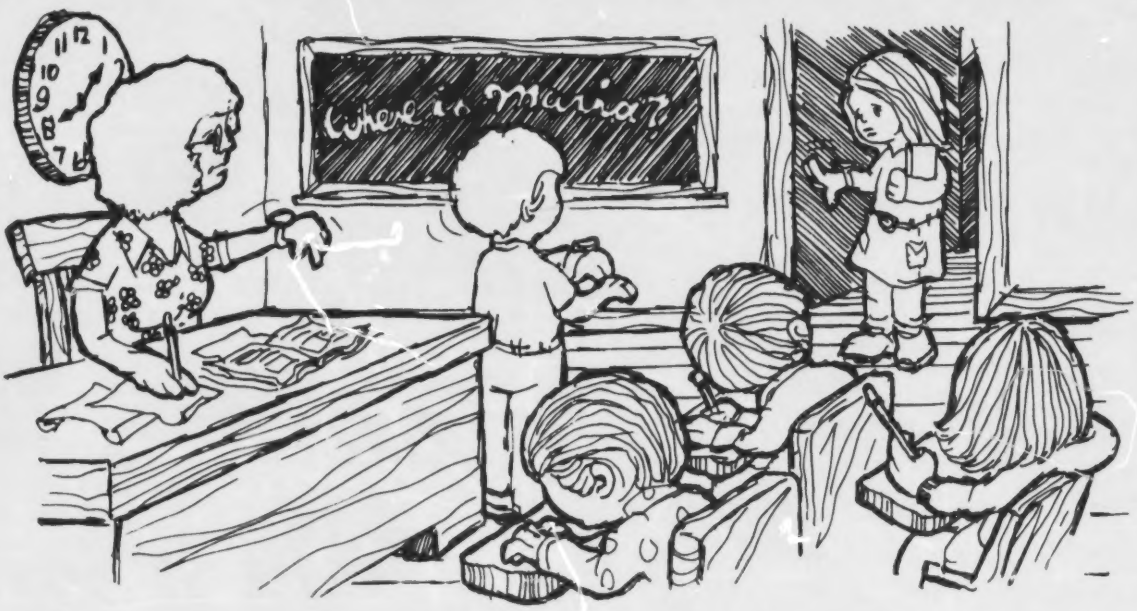
1. Why shouldn't Catherine cheat?
2. Is it ever fair to cheat?
3. What if she knew there was no possibility of getting caught? Does that make a difference?
4. What if her brother suggested she use his paper and actually gave it to her?

Larry's Dilemma

One of Larry's school friends, Richard, was planning a party at his house. Larry's parents had made the rule that Larry wasn't allowed at someone's house unless the parents were home. Richard told Larry that his (Richard's) parents were going to be home during the party. After Larry's parents dropped him off at the party, Larry found out Richard's parents were *not* home. He really wanted to stay, because he knew he'd have a good time. His friends told him he would be a "baby" if he left, yet he had promised his mother and father that Richard's parents would be home. What should he do?

Probe Questions:

1. What are some factors Larry should take into consideration before deciding to stay or go: the number of people at the party? the planned activities?
2. What types of things could go wrong at the party?
3. What if Richard's parents know he's having the party and gave him permission?
4. What if Larry's parents have always been overly strict and often unreasonable?
5. What if Larry's parents have always been fair and understanding and discussed the rule with Larry before they make it?
6. Should you always obey your parents no matter what, or are there times it might be right to disobey?



Where Is Maria?

Characters

Miss Benson, Jack, Maria, Helen, Mr. Beck

Scene

A school home room. The morning late bell has just sounded. The students are seated. Miss Benson, a substitute teacher, is taking attendance.

Miss Benson: Is Maria Gomez here?

Jack: She'll be here in a few minutes.

(Miss Benson wonders how Jack knows that Maria will be late, but she decides not to ask him. Several minutes pass.)

Miss Benson (to Jack): Are you certain that Maria Gomez is going to be here? I have to send the absence cards to the office.

Jack: I'm almost certain. (He looks at door.) There she is.

(A girl enters the classroom. It is Maria. She takes a seat.)

Miss Benson: Maria? (Maria nods.) Do you have a late admittance slip?

Maria: No, I didn't get one. I came right here.

Miss Benson: Well, you'll have to go to the office and get an admit slip.

(Maria rises from her seat. She looks worried.)

Helen (whispering to Jack): Someone better tell Miss Benson about Maria. Maria won't say anything. She's afraid.

Jack: (whispering): I guess by someone you mean me.

Helen: Come on, Jack, you can explain it to her.

(Jack shrugs his shoulders. The other members of the class are looking at him. He motions Maria back to her seat.)

Jack: Miss Benson, Maria doesn't need an admit slip. She's excused when she's late.

Miss Benson: Excused? What do you mean? There's nothing in Mr. O'Neill's attendance book about Maria being excused.

Jack: Well, she isn't excused by the office, but Mr. O'Neill never counts her as being late. She's a little late every day.

Miss Benson: I don't know anything about that. Mr. O'Neill left no notes telling me that Maria is excused. Maria, you'll have to get an admit slip. You were late.

(Maria starts to rise; Jack motions her to stay seated.)

Miss Benson (to Jack): Maria was late, and she has to get an admit slip. Now, you mind your own business, or you'll be going to the office for another kind of slip.

Helen (to Jack): Tell her the truth.

(The rest of the class nods in agreement.)

Jack (to Maria): Okay?

Maria: Yes.

Jack (to Miss Benson): Well, Maria lives with her mother and little brothers and sisters. (He looks at his classmates.)

Helen: Go on, tell her!

(The passing bell sounds. But the students remain in their seats.)

Jack: Well, Maria's mother thinks Maria should be helping to support the family. She doesn't think Maria needs to stay in school. So, Maria has to have a regular job besides coming to school.

Miss Benson: That's too bad, but what does it have to do with Maria's being late?

(The noise of a class waiting to get into Miss Benson's room can be heard.)

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(The classroom door swings open. Mr. Beck, the principal, enters the class.)

Mr. Beck (to Miss Benson): There's a class waiting to get into this room. What's the trouble?

Dear Family

While attending summer camp, Jim met and quickly became friends with Paul who lived in a different state. Later on in the summer Paul invited Jim to visit with him for a week. Jim quickly accepted the invitation. When he arrived at Paul's home, Jim learned that Paul had to observe several rules that Jim thought were unfair. The rules were:

- after breakfast spend one hour reading materials suggested by parents;
- from 1:00-2:00 p.m. visit the sick and elderly in the community and do chores for them; and
- turn out lights and go to sleep at 9:00 p.m.

Jim was extremely uncomfortable with these rules. What should he do? If you were Jim, what course of action would you take? Why? Can you think of real situations you have been in that caused you to feel uncomfortable? If so, what were they?

Dear Family,

Try It, You'll Like It

A. = Arbitration
B. = Intervention of Authority
C. = Compromise

___ 1. Ruth and Anne were assembling a notebook for a joint project they were doing. Ruth wanted to put a cloth binding on it, but Anne did not like the idea at all.

"It will flop all over the place," she complained. "Sally's looks really nice, let's ask her what she suggests."

"OK," Ruth observed.

___ 2. Jim slipped up behind George and grabbed the pencil in his hip pocket.

"Thanks a lot, " Jim said, "for giving me back my pencil."

"That's not yours. It's mine," George yelled, and grabbed for the pencil. A teacher passing through the hall asked the source of the argument. After listening to both sides, she decided the pencil belonged to George and ordered Jim to give it back.

___ 3. Mary complained to her teacher about her grade. The teacher showed Mary her record in the grade book and explained the grading policy. Mary still was not satisfied.

"I know you try to be fair about grades," she said, "but I don't think you have been about mine. If I show this record to my counselor and he thinks it is fair, I will be satisfied provided you agree to change it if he thinks it's unfair."

"I'll buy that," the teacher replied.

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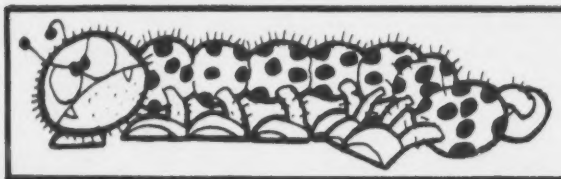
___ 5. Two students bet on the outcome of a game. After it was over, they could not agree on which one had bet on the winner. After some hot argument, they decided to call the bet off.

Write your own situation and solution for:

1. Arbitration
2. Intervention of Authority
3. Compromise



Don't Bug Me

I want to ride my bike to school.	Conflict Possible Solution
I want a neat locker.	
My dog might be mean but I don't want her to wear a leash.	
Private property has a "No Tresspassing" sign posted on it.	
I want to take Ralph's jacket to wear home because I didn't bring mine and it is cold.	

STUDENT WORKSHEET

UNIT IV
Crime

PURPOSE:

When faced with a conflict, some resolution has to be found. Violence or the breaking of a law (crime) is a negative solution to conflict.

In this unit, students examine the seriousness of the crime problem and its prevalence in our everyday lives.

OBJECTIVE:

- The student will learn to define crime, felony and misdemeanor.

RECOMMENDED ACTIVITY

Crime Trends
- -Terms to Tackle (definitions, classification)*
- -Do You See What I See? (newspaper, t.v.)*

FOLLOW-UP ACTIVITIES

Crime Puzzles (anagram, word scramble)*
Let's Pretend (charades)
From An Episode Of All In The Family (play)*
Cut'N Paste (art)
Is This A Crime? (decision making, basic math)*
It's About Time To Stop Crime (basic math)*

Recommended Activity

Crime Trends

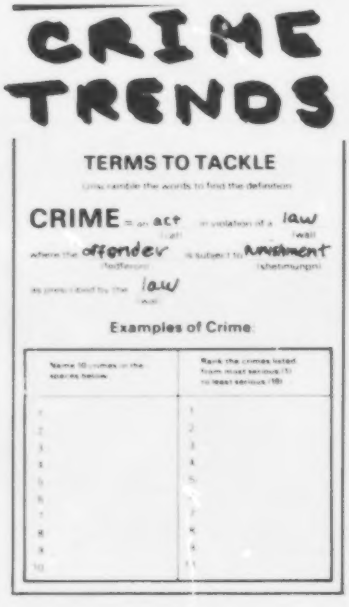
Each student will need a copy of "Crime Trends." This was designed to be a folded booklet. Therefore, the booklet pages do not seem to be in order on the student worksheets. If you have difficulty in duplicating back and front, run them on separate pages, cut and staple them together as a four page booklet.

Pages 1 and 2 should be done individually during class time. The TV section (page 3) is a homework assignment to be completed and then discussed in class. The TV and newspaper activities may be combined in one class period or covered separately.

3 to 4 local newspapers will be needed in the classroom.

TERMS TO TACKLE
(STUDENT WORKSHEET Page 71)

Provide the students with...


CRIME TRENDS

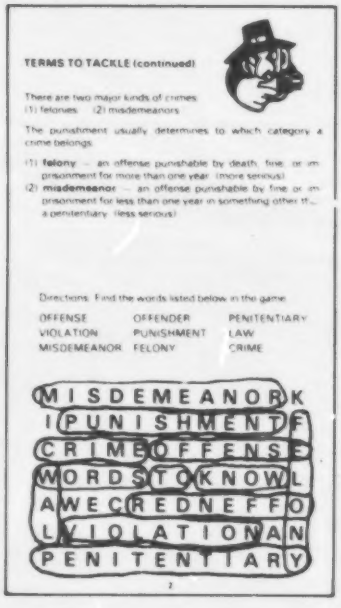
TERMS TO TACKLE

(Unscramble the words to find the definition)

CRIME = an act (tact) in violation of a law (will) where the offender (fedfeno) is subject to punishment (shetmungn) as prescribed by the law (wal)

Examples of Crime:

Name 10 crimes in the spaces below.	Rank the crimes listed from most serious (1) to least serious (10)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.


TERMS TO TACKLE (continued)

There are two major kinds of crimes: (1) felonies; (2) misdemeanors.

The punishment usually determines to which category a crime belongs.

(1) **felony** — an offense punishable by death, fine, or imprisonment for more than one year. (more serious)

(2) **misdemeanor** — an offense punishable by fine or imprisonment for less than one year in something other than a penitentiary. (less serious)

Directions: Find the words listed below in the game.

OFFENSE	OFFENDER	PENITENTIARY
VIOLATION	PUNISHMENT	LAW
MISDEMEANOR	FELONY	CRIME

M I S D E M E A N O R K
I P U N I S H M E N T F
C R I M E O F F E N S E
W O R D S T O K N O W L
A W E C R E D N E F F O
L V I O L A T I O N A N
P E N I T E N T I A R Y

STUDENT WORKSHEET

After students have completed "Terms to Tackle," review their answers using the following information.

DISCUSS:

The definition of crime with attention drawn to some of the following ideas:

- to have a crime there must be a law to violate
- many acts are *wrong* but these acts are crimes only when they break a law, e.g. lying vs. perjury, cheating vs. embezzlement
- Does the class think it should be a crime if you have a reasonable excuse for breaking the law? e.g. running a red light to get someone seriously ill to the hospital
- intentional vs. nonintentional — If you break a law that you did not know existed will that be considered a crime?
  Yes, ignorance or mistake concerning a law is not a valid excuse or defense to a charge of committing an act in violation of that law. Criminal intent requires only a showing that the accused intended to commit the prohibited act... not that he knew it was illegal.
  William Rutler, *Criminal Law* (Gardena: Gilbert Law Summaries, 1976), p. 35.
- If you break a law, but are not caught, have you committed a crime? (Yes)

Poll the class, make a long list of crimes and write them on the blackboard. Be sure to analyze them in terms of the definition of CRIME, i.e. is there a violation of the law? Is there punishment prescribed by the law? Don't worry at this point whether all their items are really crimes or are ranked properly — let them argue and rank these crimes by averaging.

Examples of Crimes:

assault
fraud
child abuse
manslaughter
arson
breaking and entering
traffic violations
treason
murder
kidnapping
battery
extortion
embezzlement
loitering
skyjacking
forgery
obscene phone calls
larceny/theft
mugging
child molesting
purse snatching
vandalism
illegal drug abuse
bank robbery
truancy

DISCUSS:

Why are some crimes more serious than others?

Have a student read aloud the definitions of felony and misdemeanor from their worksheet. The basic difference between these two classes of crimes is the penalty. The classification of felonies and misdemeanors may vary from state to state or according to the details of the specific crime. The following information can be discussed to emphasize the importance of the penalty in defining the category.

Examples from Virginia Code. (Codes may vary from state to state.)

FELONIES are classified, for the purpose of punishment and sentencing, into six classes:

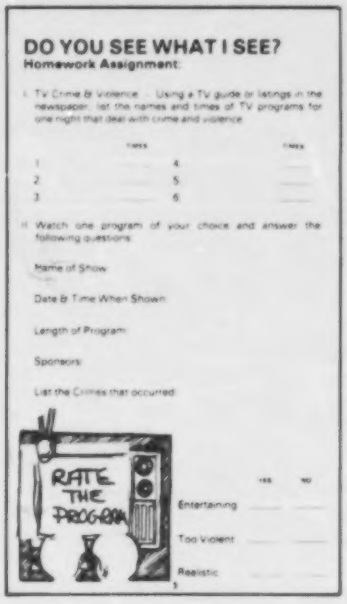
(1) Class 1 felony — death
(2) Class 2 felony — imprisonment for life or more than 20 years
(3) Class 3 felony — 5 to 20 years
(4) Class 4 felony — 2 to 10 years
(5) Class 5 felony — 1 to 10 years or 12 months imprisonment with a fine up to $1,000
(6) Class 6 felony — 1 to 5 years or 12 months imprisonment with a fine up to $1,000

MISDEMEANORS are classified, for the purpose of punishment and sentencing into four classes:

(1) Class 1 misdemeanor—up to 12 months imprisonment with a fine up to $1,000, either or both
(2) Class 2 misdemeanor—up to 6 months imprisonment with a fine up to $500, either or both
(3) Class 3 misdemeanor—a fine up to $500
(4) Class 4 misdemeanor—a fine up to $100

Have the students look at their list of crimes on page 1 of the "Crime Trends" and discuss which ones might be felonies or misdemeanors. The emphasis should not be on definition of the crimes but if the teacher needs clarification of terms, the definitions are in the glossary.

DO YOU SEE WHAT I SEE?
(STUDENT WORKSHEET Page 72)



DO YOU SEE WHAT I SEE?
Homework Assignment:

I. TV Crime & Violence — Using a TV guide or listings in the newspaper, list the names and times of TV programs for one night that deal with crime and violence.

	Times		Times
1.		4.	
2.		5.	
3.		6.	

II. Watch one program of your choice and answer the following questions:

Name of Show:

Date & Time When Shown:

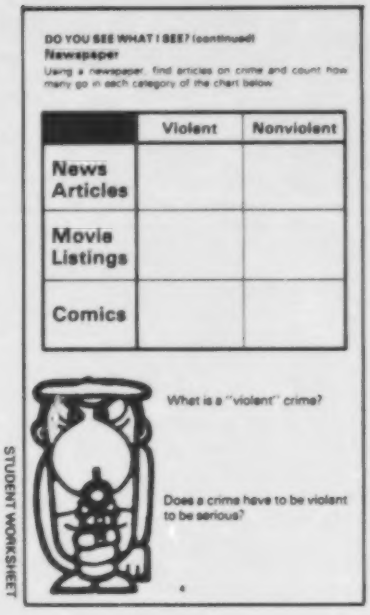
Length of Program:

Sponsors:

List the Crimes that occurred:

RATE THE PROGRAM

	Yes	No
Entertaining		
Too Violent		
Realistic		



DO YOU SEE WHAT I SEE? (continued)
Newspaper
Using a newspaper, find articles on crime and count how many go in each category of the chart below.

	Violent	Nonviolent
News Articles		
Movie Listings		
Comics		

What is a "violent" crime?

Does a crime have to be violent to be serious?

STUDENT WORKSHEET

Have the students take their "Crime Trends" booklet home to complete the TV homework assignment. The newspaper section can be completed at home or in class.

ENCOURAGE STUDENTS AND PARENTS TO DO THIS PROJECT TOGETHER. HOWEVER, IF THEY OR THEIR PARENTS OBJECT TO WATCHING CERTAIN PROGRAMS, BE SURE TO GIVE THEM ALTERNATIVES.

Groups of students could be assigned to different channels so that all programs are covered.

DISCUSS:

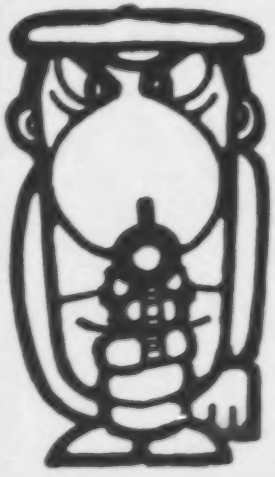
1. Why do many of the TV shows that deal with crime and violence receive the top ratings?
   - desire for excitement
   - fascination with the forbidden
   - desire to see blood and gore
2. Do we see TV shows as involving just "actors" who we know really don't get hurt? Do we see it as just fantasy?
3. Is there more violence later in the evening when children might be in bed?
4. Which TV programs do you think are the most violent?
5. Saturday morning cartoons — Do these involve violence and crime? What effects might this have on the young audience?
6. Sponsors are held responsible for the content of the programs they support. Review sponsors from the homework assignment. Were they appropriate to the program? e.g. McDonald's, a family restaurant, would be unlikely to sponsor CRIME.
7. Have we become so used to seeing crime and violence on the news and on TV programs that we accept it as a matter of course?
8. When might violence on TV be necessary or justified? e.g. accounts of historical events that involved violence.
9. What effects do programs of crime and violence have on students your age? younger students? older students? adults?
10. If students individually or as a class have complaints about TV programming, what courses of action might be taken?
    - write to program sponsor
    - write to TV network
    - write to program writers
    - write to local TV stations which carry the program
11. What is a violent crime? (A definition of violent crime should be resolved by the class.)
    - Does there have to be physical harm?
    - Does there have to be blood?
    - Is purse snatching violent?
    - Can there be a violent crime against property?
12. Does crime have to be violent to be serious? (No, all crimes are serious!)

DO YOU SEE WHAT I SEE? (continued)

Newspaper

Using a newspaper, find articles on crime and count how many go in each category of the chart below.

	Violent	Nonviolent
News Articles		
Movie Listings		
Comics		



What is a "violent" crime?

Does a crime have to be violent to be serious?

4

STUDENT WORKSHEET

FOLD

CRIME TRENDS

TERMS TO TACKLE

Unscramble the words to find the definition.

CRIME = an _____ (cat) in violation of a _____ (wal)

where the _____ (fedferon) is subject to _____ (shetimunpn)

as prescribed by the _____ (wal) .

Examples of Crime:

Name 10 crimes in the spaces below	Rank the crimes listed from most serious (1) to least serious (10)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

TIPS

71

TIPS

TERMS TO TACKLE (continued)

There are two major kinds of crimes:
(1) felonies (2) misdemeanors

The punishment usually determines to which category a crime belongs.

(1) **felony** — an offense punishable by death, fine, or imprisonment for more than one year. (more serious)
(2) **misdemeanor** — an offense punishable by fine or imprisonment for less than one year in something other than a penitentiary. (less serious)

Directions: Find the words listed below in the game.

OFFENSE	OFFENDER	PENITENTIARY
VIOLATION	PUNISHMENT	LAW
MISDEMEANOR	FELONY	CRIME

M I S D E M E A N O R K
I P U N I S H M E N T F
C R I M E O F F E N S E
W O R D S T O K N O W L
A W E C R E D N E F F O
L V I O L A T I O N A N
P E N I T E N T I A R Y

FOLD

DO YOU SEE WHAT I SEE?

Homework Assignment:

I. TV Crime & Violence — Using a TV guide or listings in the newspaper, list the names and times of TV programs for one night that deal with crime and violence.

	TIMES		TIMES
1.	_____	4.	_____
2.	_____	5.	_____
3.	_____	6.	_____

II. Watch one program of your choice and answer the following questions:

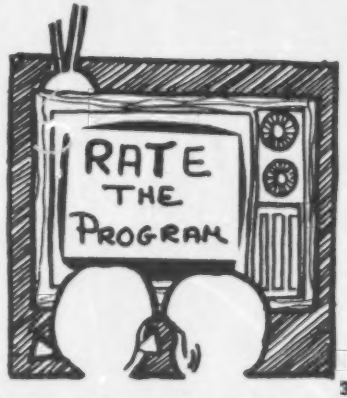
Name of Show:

Date & Time When Shown:

Length of Program:

Sponsors:

List the Crimes that occurred:



	YES	NO
Entertaining	_____	_____
Too Violent	_____	_____
Realistic	_____	_____

STUDENT WORKSHEET

Follow-up Activities

CRIME PUZZLES
(STUDENT WORKSHEET Page 77-78)

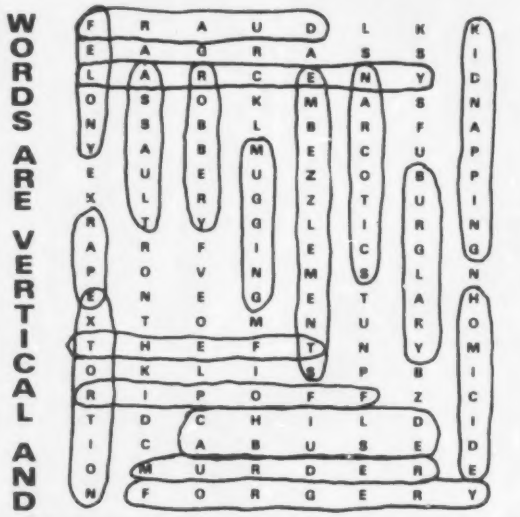
Provide individuals or groups with either worksheet I or worksheet II.

I. easier II. more challenging

Crime Puzzle I

Find 18 crime words.

fraud	mugging	felony	ripoff	extortion	embezzlement
assault	homicide	theft	rape	kidnapping	narcotics
murder	burglary	forgery	larceny	child abuse	robbery



STUDENT WORKSHEET

Crime Puzzle II

1. oynfle felony
2. alusast assault
3. gorfyer forgery
4. jaskincykg skyjacking
5. eybtatr battery
6. niapkdgnip kidnapping
7. aper rape
8. ryobreb robbery
9. arygbulr burglary
10. ipshgoltifn shoplifting
11. txetinoor extortion
12. fhtet theft
13. pgtsreasnis trespassing
14. mceri crime
15. rmdure murder
16. msdimenraeo misdemeanor
17. onsra arson
18. logtierni loitering
19. nalsvmdai vandalism
20. rtgmsnuahela manslaughter

STUDENT WORKSHEET

Teachers Notes

LET'S PRETEND

Divide participants into two groups. Put crime situations on small slips of paper (see crime suggestions below) **and have individuals from the groups alternate in choosing a slip with a crime on it and pantomiming it to their team. Set a time limit of two or three minutes. Talking is prohibited. If no one on the team guesses the crime, the other team receives a point. If the charade is guessed, the performer's group receives a point. The group with the most points at the end wins.**

Suggestions for charades:

purse snatching
mugging — assault of an elderly person
theft of a bicycle
breaking and entering a home
murder
kidnapping of a businessman
robbery of a bank
suicide by jumping off a bridge
use of illegal drugs
disorderly conduct outside a hospital
theft of a motor vehicle
vandalism of a church
hit and run to a child on bike
shoplifting of a color TV
trespassing on private property
going wrong way on a one-way street
running a red light
jay-walking

A compiled list of current television shows dealing with crime can also be added as pantomime situations.

FROM AN EPISODE OF ALL IN THE FAMILY

(STUDENT WORKSHEET Page 79-80)

Have students read or present the play

DISCUSS:

1. What crime does Archie commit? (stealing)
2. What reasons does he give to prove it's okay to take things from work? (The company buys more than it needs anyway)
3. What crime does Gloria commit? (stealing)
4. What reasons does Gloria give to prove it's all right to take these? (They are just samples)
5. What does the word "pilfer" mean? (to steal in small amounts)
6. What does Mike do dishonestly? Is this a crime? (uses the phone company incorrectly; yes)
7. How does Mike prove it's not dishonest? (says it isn't a phone call because he didn't talk with his friend)
8. Do you think the Bunker family is an average family? Why? Why not?

Adapted: Lou Dermon and Bill Davenport, "All In the Family," *Scholastic Voice,* Vol. 61, No. 1 (September 1976).

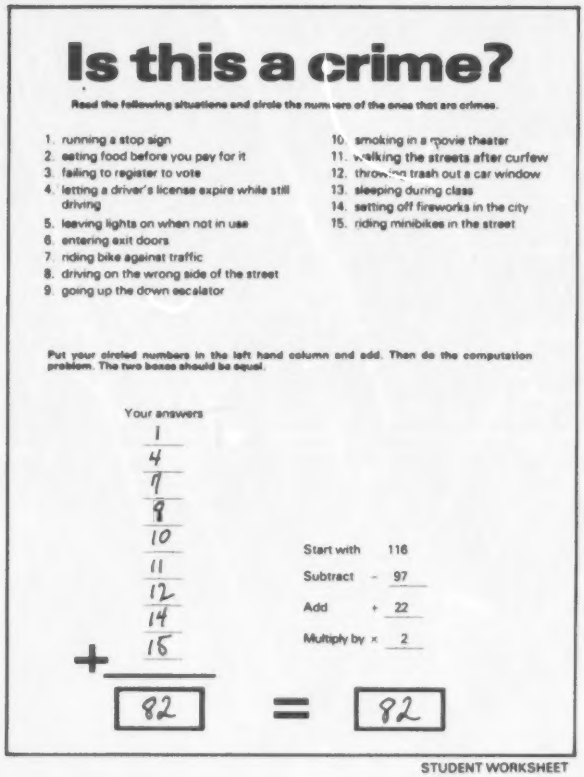
CUT 'N PASTE

Have students bring in newspaper clippings and pictures depicting crime. These could be formed into a (1) collage (2) bulletin board (3) scrapbook.

Teacher's Notes...

IS THIS A CRIME?
(STUDENT WORKSHEET Page 81)

Provide individuals or groups of students with a worksheet.



Is this a crime?

Read the following situations and circle the numbers of the ones that are crimes.

1. running a stop sign
2. eating food before you pay for it
3. failing to register to vote
4. letting a driver's license expire while still driving
5. leaving lights on when not in use
6. entering exit doors
7. riding bike against traffic
8. driving on the wrong side of the street
9. going up the down escalator
10. smoking in a movie theater
11. walking the streets after curfew
12. throwing trash out a car window
13. sleeping during class
14. setting off fireworks in the city
15. riding minibikes in the street

Put your circled numbers in the left hand column and add. Then do the computation problem. The two boxes should be equal.

Your answers

1
4
7
9
10
11
12
14
15

+ _____

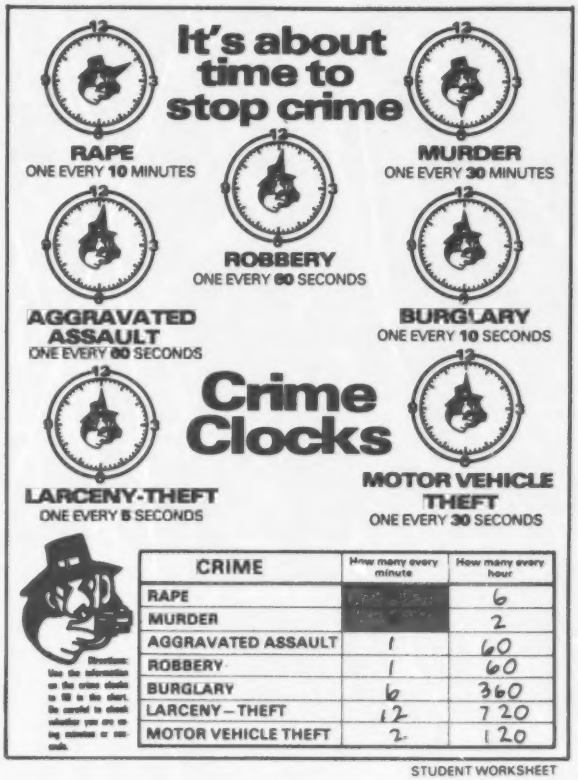
82 = 82

Start with 116
Subtract − 97
Add + 22
Multiply by × 2

STUDENT WORKSHEET

IT'S ABOUT TIME TO STOP CRIME
(STUDENT WORKSHEET Page 82)

Provide students with the worksheet or put on an overhead projector to be used with the class as a whole.



It's about time to stop crime

RAPE
ONE EVERY **10** MINUTES

MURDER
ONE EVERY **30** MINUTES

ROBBERY
ONE EVERY **60** SECONDS

AGGRAVATED ASSAULT
ONE EVERY **60** SECONDS

BURGLARY
ONE EVERY **10** SECONDS

Crime Clocks

LARCENY-THEFT
ONE EVERY **5** SECONDS

MOTOR VEHICLE THEFT
ONE EVERY **30** SECONDS

Directions: Use the information on the crime clocks to fill in the chart. Be careful to check whether you are using minutes or seconds.

CRIME	How many every minute	How many every hour
RAPE	[redacted]	6
MURDER	[redacted]	2
AGGRAVATED ASSAULT	1	60
ROBBERY	1	60
BURGLARY	6	360
LARCENY–THEFT	12	720
MOTOR VEHICLE THEFT	2	120

STUDENT WORKSHEET

Teacher's Notes...

Crime Puzzle I

Find 18 crime words.

fraud	mugging	felony	ripoff	extortion	embezzlement
assault	homicide	theft	rape	kidnapping	narcotics
murder	burglary	forgery	larceny	child abuse	robbery

W	F	R	A	U	D	L	K	K
O	E	A	G	R	A	S	S	I
R	L	A	R	C	E	N	Y	D
D	O	S	O	K	M	A	S	N
S	N	S	B	L	B	R	F	A
A	Y	A	B	M	E	C	U	P
R	E	U	E	U	Z	O	B	P
E	K	L	R	G	Z	T	U	I
	R	T	Y	G	L	I	R	N
V	A	R	F	I	E	C	G	G
E	P	O	V	N	M	S	L	N
R	E	N	E	G	E	T	A	H
T	X	T	O	M	N	U	R	O
I	T	H	E	F	T	N	Y	M
C	O	K	L	I	S	P	B	I
A	R	I	P	O	F	F	Z	C
L	T	D	C	H	I	L	D	I
	I	C	A	B	U	S	E	D
A	O	M	U	R	D	E	R	E
N	N	F	O	R	G	E	R	Y
D								

HORIZONTAL

GOOD LUCK!

Crime Puzzle II

1. oynfle _____
2. alusast _____
3. gorfyer _____
4. jaskincykg _____
5. eybtatr _____
6. niapkdgnip _____
7. aper _____
8. ryobreb _____
9. arygbulr _____
10. ipshgoltifn _____
11. txetinoor _____
12. fhtet _____
13. pgtsreasnis _____
14. mceri _____
15. rmdure _____
16. msdimenraeo _____
17. onsra _____
18. logtierni _____
19. nalsvmdai _____
20. rtgmsnuahela _____

From An Episode of All In The Family

Interior Dining Room. About 6 P.M. Archie has just arrived home carrying a piece of plywood.

Edith: What's that for?

Archie: I'm gonna build you an overhang for the back porch. That way, when you're luggin' the garbage in the rain you won't get wet.

Edith: Oh, Archie, that's so thoughtful. I bet I got the best husband in the world.

Archie: Hey...hey...hey...do I see a fifth place at the table?

Edith: Yeah, it's for Irene. I ain't hardly seen her since she got that forklifting job at your plant.

Archie: But I see her at work every day.

Edith: Please, Archie, I feel sorry for Irene. She's all by herself. Frank's on the road all the time.

Archie: I don't blame him.

Mike and Gloria arrive home.

Gloria: What's that wood doin' here?

Archie: I'm buildin' an overhang for your mother over the kitchen door. And I'm gonna need your help tomorrow, Meathead, nailin' that up.

Mike: Okay, but we're gonna have to buy some nails. I used the last one fixing the cellar step.

Archie: We don't have to buy nothin'. (He crosses to his lunchbox, takes two boxes of nails out.) 'Cause I picked up a few nails at work today.

Gloria: What do you mean, you picked up a few nails?

Archie: I mean, they was there so I picked them up and now they are here.

Mike: But, they don't belong to you.

Archie: They do now.

STUDENT WORKSHEET

Mike: But, just taking something like that — that's stealing.

Archie: What're you talkin' about? When you take somethin' from work, that ain't stealin'. That's what you call your fringe benefits... Everybody does it.

Mike: No, they don't. And if they do, it's wrong.

Archie: Listen, your big companies are smart enough to buy more than they need, so the workers will have somethin' to take home. That's how they prevent stealin'.

Gloria: Michael's right, Daddy. It's not honest.

Archie: Why are you always turnin' against your father?

Gloria: You're the one that taught me. Never take anything that didn't belong to me. And I never have.

Mike: Wait a minute, Gloria. What about those little lipsticks you bring home from the cosmetics counter?

Gloria: They don't count! They're just samples.

Mike: You're rationalizing, Gloria.

Gloria: Michael — we give those things away free to the customers, and I just took a few for myself.

Mike: Are you a customer?

Gloria: No, but — (She stares at Mike for a beat. He just looks back at her.) I'm a crook! You're right, Michael. I'm a crook!

Archie: Don't be callin' yourself a crook. This meathead, he'd be takin' things home from work — if he had any work!

Irene arrives, and she and Archie at once argue over a matter of religion.

Mike: Irene, let me ask you something. Do you ever take things from the plant?

Irene: What?

Archie: He's buggin' me because I'm buildin' somethin' out back and I borrowed a few nails from the plant.

Mike: You mean you took a couple of boxes. Irene, do you think it's okay to take things from the plant?

Irene: No, I'm afraid I was raised by strictly honest parents.

Archie: Who do you think I was raised by, Bonnie and Clyde? All I took was a few lousy nails!

Edith: (enters from kitchen holding electric drill.) Archie, what was this doing in your lunchbox?

Archie: (gets up, takes drill from her.) Edith, gimme that drill! Don't be snoopin' around in my lunchbox.

Irene: Archie! That's a company drill. Did you take that home from work?

Archie: I didn't take nothin'! I borrowed it from the plant! I'm bringin' it back Monday morning, and don't you say nothin' about it.

Irene: Archie, you're taking an awful risk. Don't you know what those signs mean all over the plant: "Pilferers Will Be Prosecuted"? It means no stealing.

Archie: I didn't steal nothin'. Look Irene, no preachin', huh? If I want a sermon with my dinner, I'll go down to the Salvation Army! Now shaddup!

The abuse from Archie escalates, and Irene leaves before dinner. Angry with Archie, Edith at first rebels, and refuses to serve dinner. But she finally relents.

Sound: Phone rings.

Mike: (into phone.) No operator, Michael Stivic isn't here. He won't be home until Sunday. You're welcome. Thank you. Goodbye. (Hangs up, returns to table.)

Archie: What the heck was that all about?

Mike: It's a code I worked out with a friend of mine in Chicago. I'm trying to find an apartment for him, and that's my way of telling him to call me back Sunday.

Gloria: Oh, I get it. That way the phone call doesn't cost anything.

Mike: Right!

Archie: Hey, you stole a phone call!

Mike: (defensively) I didn't even make a phone call.

Archie: What was that, a smoke signal?

Mike: Arch, I didn't talk to my friend, just the operator.

Archie: But you got your message through. And you didn't pay for it.

Mike: Oh, the poor phone company. Do you know how much profit they made last year?

Gloria: Now you're rationalizing, Michael.

Archie: No he ain't. He's stealin'.

Mike: (looks at them both for a beat) You're right. I've gotta admit it you're right. (Sighs.) I guess I'm a victim of the system, too.

Archie: Listen to this! When he takes somethin', he's a victim. When I take something, I'm a crook!

Curtain.

Is this a crime?

Read the following situations and circle the numbers of the ones that are crimes.

1. running a stop sign
2. eating food before you pay for it
3. failing to register to vote
4. letting a driver's license expire while still driving
5. leaving lights on when not in use
6. entering exit doors
7. riding bike against traffic
8. driving on the wrong side of the street
9. going up the down escalator
10. smoking in a movie theater
11. walking the streets after curfew
12. throwing trash out a car window
13. sleeping during class
14. setting off fireworks in the city
15. riding minibikes in the street

Put your circled numbers in the left hand column and add. Then do the computation problem. The two boxes should be equal.

Your answers

_____

_____

_____

_____

_____

_____

_____

_____

\+ _____

Start with 116

Subtract − 97

Add + 22

Multiply by × 2

STUDENT WORKSHEET

It's about time to stop crime

RAPE
ONE EVERY **10** MINUTES

MURDER
ONE EVERY **30** MINUTES

ROBBERY
ONE EVERY **60** SECONDS

AGGRAVATED ASSAULT
ONE EVERY **60** SECONDS

BURGLARY
ONE EVERY **10** SECONDS

Crime Clocks

LARCENY-THEFT
ONE EVERY **5** SECONDS

MOTOR VEHICLE THEFT
ONE EVERY **30** SECONDS

Directions: Use the information on the crime clocks to fill in the chart. Be careful to check whether you are using minutes or seconds.

CRIME	How many every minute	How many every hour
RAPE		
MURDER		
AGGRAVATED ASSAULT		
ROBBERY		
BURGLARY		
LARCENY—THEFT		
MOTOR VEHICLE THEFT		

Supplementary Materials

Films and Filmstrips

UNIT I

FREEDOM AND YOU — Freedom: What's It All About Series — filmstrip — 6½ minutes — Society For Visual Education, Inc., 1974.

The content of this set of filmstrips is designed to help students conceptualize freedom — why we have rules and laws, who makes them, who carries them out, and how individuals in a democratic society participate in this process.

A parallel strand running through the four filmstrips develops the idea of organized units of society, each with certain necessary rules and laws — the family, the school, town and city government, state government, federal government.

DISCUSS:

1. Let the class imagine they are in the situation suggested where all persons who "tell you what to do" have left town and all rules and laws have been erased. They are free to do whatever they want. Now, ask individual students what are some of the things they would do. Make a list of some or all of them without judging or evaluating. (We'll come back to them later.)
2. Let several students look up the word "freedom" in the dictionary and list some of the meanings on the chalkboard.
3. In light of the dictionary meaning of "freedom," go back now and evaluate some of the items the students listed for No. 1. Would they qualify as "freedom"? Why? Why not?
4. Freedom involves making decisions. Think about some of the freedoms the U.S. Constitution guarantees U.S. citizens: freedom of speech, freedom of religion, etc. What decisions would you have to make in order to take advantage of each of these freedoms?
5. What are some freedoms you would like to have that you don't have at present? Talk or write about what would happen if you were granted this freedom.

FREEDOM AND OTHERS — Freedom: What's It All About Series — filmstrip — 7½ minutes — Society For Visual Education, Inc., 1974.

DISCUSS:

1. Do you think it would have been more fun to be a member of the Freedom Club with Bob and Ted and Gary BEFORE they had any rules, or AFTER? Why?
2. Why are rules and laws necessary to protect freedom?
3. Ask the question, "Where does MY freedom stop and my NEIGHBOR'S start?" What do YOU think?
4. Think about some of the groups you belong to — club, scout troop, athletic team, orchestra, etc. What are some rules that are important to those groups? You might list these on the chalkboard or a sheet of paper.
5. Study the rules that are listed. How do these rules help protect the freedom of each member of the group or team?

FREEDOM AND GOVERNMENT — Freedom: What's It All About Series — filmstrip — 8¼ minutes — Society For Visual Education, Inc., 1974.

DISCUSS:

1. The form of government of the United States is called a republic. What other forms of government do you know? What's different about these other forms of government and the United States?
2. What part do individual citizens play in the U.S. form of government?
3. "Without rules...someone's freedom usually gets pushed aside." Do you agree with this or not? Why? Can you give examples?
4. What would happen if persons in a community or a nation decided to obey only the laws they wanted to obey, or only those they "felt like" obeying?

FREEDOM AND RESPONSIBILITY — Freedom: What's It All About Series — filmstrip — 8 minutes — Society For Visual Education, Inc., 1974.

DISCUSS:

1. How did the story of the beautiful pink bird make you feel? Do you think this could really happen? Why? Why not?
2. It has been said that sometimes we don't really appreciate something we have until we lose it. How do you feel about that?
3. Talk or write about what it would be like not to have freedom.
4. What do you think it means when we say, "Along with every freedom that you and I have, we also have a responsibility"?
5. On one side of the chalkboard or sheet of paper list some of the freedoms that students (or boys

and girls outside of the school) have and opposite each freedom list a responsibility that goes along with it.
6. On your eighteenth birthday, you will receive the freedom to vote. Sometimes in an election, only half the people who are free to vote will do so. What do you think is the reason for this?
7. What are some specific things we can do to take care of our freedom?

ORDER AND THE PURSUIT OF HAPPINESS — Rules We Live By Series — filmstrip — 15 minutes — Education Activities, Inc., 1976.

Louis and Cindy are playing a game when Louis decides to disobey a rule. Cindy then calls Officer Bowman to have her brother arrested. The police officer explains the difference between rules and laws. He demonstrates how we are all obliged to obey the laws of many societies since we all belong to many societies simultaneously. He explains that when a rule of one society is constantly broken, the next larger society sometimes takes over the enforcement duties. He explains, once again, the value and need for rules and laws and the order they provide. He also suggests the value for more self-regulation by all society members.

SUGGESTED ACTIVITIES:

1. List five different types of rules and laws.
2. Explain how each type is made.
3. Explain who is obliged to obey each type.
4. Explain how each type is enforced.
5. Explain how each type can be changed.
6. List four authority figures in the students' own lives.
7. Explain how each authority figure acquired his/her authority.
8. Explain how a democratic society works and give two examples.
9. List three reasons for having rules and laws.
10. Explain why larger societies sometimes impose laws on smaller societies and give examples.

UNIT II

TREE HOUSE -- Foundations Of Justice Series — filmstrip — 15 minutes — Charles E. Merrill Publishers, 1975.

In this filmstrip the students will observe a group of children who have intentions of building a tree house but are confronted with organizational problems. At the presentation of each problem, the students will describe the problem and predict a solution for it. (The use of rules and laws and why they need to be obeyed.)

DISCUSS:

1. Why a group may need a leader, what personal attributes make a good leader, and what should be the responsibilities of a leader.
2. Criteria for assigning responsibilities to various individuals in a group.
3. Creating rules, punishments, and rule-enforcement procedures
4. The advantages and disadvantages of methods that they feel may be successful in resolving conflicts

You may want to explain to the students that there are many ways to organize a group of people.

autocracy — one person possessing unlimited powers
aristocracy — a small group of the best qualified people acting in the interest of the others
democracy — all people having an equal voice in making decisions

UNIT III

TWICE THE PRICE — Foundations Of Justice Series — filmstrip — 15 minutes — Charles E. Merrill Publishers, 1975.

This filmstrip presents a case involving a values conflict inherent in a democratic government: the individual's right to freedom of expression versus society's interest in preservation of peace and order.

THE CASE OF THE STOLEN HUB CAPS — Law and Justice For The Intermediate Grades Series — filmstrip — 15 minutes — Pathescope Educational Films, Inc., 1973.

In this filmstrip there is presented a recurring problem in all of our lives — when to respond to conflicting loyalties. When, if ever, are we justified in placing the loyalty to an employer above our duty to uphold the law? What does a parent do when faced with the dilemma that misconduct of his child constitutes a serious violation of law? Do we expose a friend to the legal process when we know he has committed a crime? Information about the commission of legal offenses is crucial to their exposure and to the rule of law, yet in many segments of society the informer is looked upon with disdain. The code among school children is to stand together when, to the knowledge of the group, an offense has been committed by one or more students. Loyalty to the group commands silence even at the risk of group punishment. The most odious conduct to the group is to tattle. The filmstrip presents Dean with a dilemma: whether to break his vow to George, his best friend, not to speak to anyone of the theft of the hubcaps by George's brother, Anthony, or to let an innocent, but bullying neighbor, be punished for the theft. How important is justice?

DISCUSS:

1. Should an individual decide for himself when he should obey the law? Why? Why not?
2. What do we mean by the term "rule of law"?
3. Each student could write a paper based on his/her personal experience:
   a. Whether he/she has been a witness to a wrongdoing of any type but remained silent and why he/she remained silent.
   b. Under what circumstances would he/she come forward and tell what he observed.

Film Distributors

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Glossary

Adjudicatory Hearing — the term given to a juvenile fact-finding hearing.

Apprehension — the term used when a juvenile is arrested.

Arbitration — both parties agree on a third person to help them settle their conflict.

Arson — the act of setting fire to any building or property with the *intent* to damage or destroy it.

Assault — *attempt* or *threat* to strike another *without* actually hitting him/her.

Assault and Battery — *carrying out* an act of violence against another person after having threatened to do so.

Attitude — a feeling or emotion toward someone or something.

Authority — the power or ability to influence others' behavior.

Battery — an unlawful physical injury done to a person.

Breaking and Entering — the act of breaking open and entering a house or business of another with the *intent* to commit a felony (e.g. burglary, arson).

Bribery — the giving or promising of something of value (usually money) to influence the actions of another, i.e. change his/her mind, get him/her to do something unlawful or not to do a particular thing.

Burglary — See **Larceny**.

Child Abuse — when a parent or guardian injures, threatens to injure or allows another to injure a child. The injury can be either physical or mental. It is not child abuse if the injury is accidental or is considered to be normal parental punishment, e.g. spanking.

Child Neglect — when a parent or guardian neglects, abandons, or refuses to provide necessary care for a child.

Compromise — to adjust or settle a conflict by mutual agreement.

Conflict — opposing action of divergent ideas, interests or persons.

Conscience — an inner voice commanding us to do right or to be good.

Crime — an act in violation of a law where the offender is subject to punishment as prescribed by the law.

Curfew — a time when young people must be off the streets.

Custody — the care and keeping of anything by a person or authority.

Detention — the act of keeping a person in custody.

Disposition — sentencing in juvenile court.

Drug-Alcohol Abuse — using drugs or alcohol for non-medical reasons in attempt to influence the mind and body.

Exhibitionism — a perversion marked by a tendency to indecent exposure.

Extortion — obtaining something from another by threatening to commit violence.

Felony — an offense punishable by death, fine or imprisonment for more than one year.

Gambling — to bet something of value on an uncertain outcome such as a game of chance.

Guarantee — see **Warranty**.

Hearing — the presenting of the facts before a juvenile court, e.g. detention, adjudicatory and dispositional.

Hitchhiking — standing in the roadway for the purpose of asking for a ride.

Homicide — the killing of a human being by another human being.

Manslaughter — killing another person *without* having intended to.

Murder — killing another person *having planned to do so in advance.*

Incest — the sexual coercion or seduction of a child by a parent.

Incorrigibility — when a juvenile is incapable of being corrected, managed or improved by parents or guardians.

Intake — the initial interview and screening of a youth referred to the juvenile court, conducted by an intake officer.

Juvenile — a young person below a certain age, that age being determined by individual states.

Juvenile Court — a court that has special jurisdiction over juveniles.

Juvenile Delinquent — a youth who has committed an act or offense that would be a crime if committed by an adult.

Larceny — the general term used for taking someone else's property without his/her permission and with the intent to deprive him/her of it. (synonym — theft, stealing)

Burglary — the breaking or entering of any building **with the intent to commit a larceny, whether the larceny is actually committed or not.**

Robbery — taking of personal property or money from another **by use of force or the threat of force in his/her presence.**

Law — a set of rules or regulations by which a particular group or community regulates the conduct of the people within it. Laws are usually made by city, county, state or national governments. Laws can also be called statutes or ordinances.

Loitering — to hang around an area for no obvious reason.

Manslaughter — see **Homicide.**

Misdemeanor — an offense punishable by fine or imprisonment for less than one year in something other than a penitentiary.

Murder — see **Homicide.**

Pedophile — sexual perversion in which a young, prepubescent child is the preferred sexual object.

Petition — a written request for a court hearing.

Probable Cause — an assumption which is strong enough to give people a basis for thinking it to be true (but less than absolute certainty).

Probation — local supervision of an offender in place of commitment to an institution.

Rape — sexual intercourse without consent and chiefly by force or deception.

Restitution — restoring or repaying a person for loss, damage or injury one caused.

Robbery — see **Larceny.**

Rule — a written or oral guide that tells us how to act. A rule can also be called a regulation.

Runaway — juveniles unlawfully leaving the home of their parents or guardians without consent and with no intention of returning.

Shoplifting — *illegally* removing goods from a store without paying for them.

Stealing — see **Larceny.**

Suicide — the act of killing oneself intentionally.

Theft — see **Larceny.**

Trespassing — to enter unlawfully on to the property of another (land or buildings) without permission and when it is specifically stated or known that it is not allowed.

Truancy — staying out of school *without* permission.

True — special term sometimes used to denote that a juvenile has been found guilty (**Untrue** = not guilty).

Vagrancy — wandering idly from place to place by a person without visible means of support and with no established place to live.

Value — an ideal or belief that one holds important. A value is manifested through actions and behavior.

Vandalism — *willful* destruction or defacement of public or private property.

Victim — one who is harmed physically, psychologically or financially. Victims can be persons, organizations or society as a whole.

Victimless Crimes — crimes where there is no direct victim except the person who commits the crime.

Vulnerable — unprotected; open to or in danger of becoming a victim.

Warranty — a legal statement that makes certain promises about a product or service. (synonym-guarantee)